DOCUMENT RESUME

ED 086 874 95 CE 000 910

TITLE	Consumer-Home Economics Curriculum. Middle Schools. Connecticut.
INSTITUTION	Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	[73]
NOTE	293p.
EDRS PRICE	MF-$0.65 HC-$9.87
DESCRIPTORS	Behavioral Objectives; *Consumer Education; Course Content; Course Evaluation; Course Objectives; *Curriculum Guides; *Home Economics Education; Learning Experience; *Middle Schools; Teacher Developed Materials; Units of Study (Subject Fields)
IDENTIFIERS	Connecticut

ABSTRACT

The teacher developed curriculum guide is intended for home economics programs for boys and girls grades six through nine. Areas are presented sequentially, not by grade level, so that objectives increase in depth within an area. This allows for flexibility within and between schools. Consumer education suggestions appear both in content areas and in the consumer education section. Curriculum plans are presented in seven areas: child care and development; clothing and textiles; consumer education and management; family health and safety; foods and nutrition; housing and interiors; and personal, family, and community relationships. A five-column format lists behavioral objectives, content, learning experiences, evaluation, and a space for teacher's notes. A bibliography of suggested references and resources concludes each area. A three-page article contains remarks on the characteristics and needs of middle school youth. A second article of similar length discusses programing considerations. (AG)

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FORWARD

The increased enrollment in the middle schools and the extension of home economics into the lower grades have necessitated a curriculum guide for the teachers and administrators who are involved with these younger students.

This resource material was developed by teachers working individually and in small groups under the direction of the University of Connecticut. Funds for publication were made available by the State Department of Education under Part F of Public Law 90-576.

Consumer home economics education is directed toward preparing boys and girls for life by strengthening the skills and attitudes that life will demand. The implementation of the program will be determined by the community, the school, and the individual.

Dr. Joseph Murphy
Associate Commissioner
Division of Vocational Education
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ACKNOWLEDGEMENTS

Special thanks must be given to several people who contributed time and energy to this project. Without their help, it could not have been completed.

The task force was composed of committees who worked together to develop the basic curriculum materials within areas of home economics. Committee members contributed many hours to research ideas, resources, and materials and also wrote the first draft of the curriculum. Members of the task force were:

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The advisory committee members represented educational business, political, public health, curriculum, youth services, consumer, and home economics affiliations. Their many backgrounds contributed to a variety of suggestions which were incorporated into final curriculum writings. Members of this advisory committee and their professional affiliations were:

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Three students in home economics education gave many hours to the development of the curriculum. Mrs. JoAnn Hoff, Graduate Assistant, Home Economics Education, Department of Higher, Technical, and Adult Education, University of Connecticut, Storrs, gave assistance in planning committee meetings, plenary meetings, and assembling materials at various stages of the project. She also assisted in proof reading copy for the printer and in making suggestions for final editing.

Miss Barbara Anderson, Home Economics Education senior, and Mrs. Holly Hansen Carlson, Home Economics Education junior, were student helpers for this project. Their contributions are too numerous to list but included many things from writing letters to researching bibliographical information. They gained insight into the curriculum development process, and we are indebted to them for their help.

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PHILOSOPHY AND USE OF THE GUIDE

Home Economics is currently being taught in grades six through nine in more than 200 schools in Connecticut with grade five being taught in some of these schools. Prior to time, resource materials have been available to home economics teachers but there has been no state curriculum guide. Each school developed guidelines for its own programs. The need for help in developing meaningful programs has been expressed by home economics teachers for several years. The variations in total program offerings would suggest the need to develop programs that more nearly fit this age span.

This curriculum is written as a guide to planning home economics programs for grade six, seven, eight and nine for both boys and girls. It is not written in the traditional format of presenting units for each grade level. Instead, each area is presented sequentially so that objectives increase in depth within an area. This allows each teacher to select those most relevant for her own students.

The curriculum allows for diversification within and between schools. When planning units, the teacher can select those parts that are relevant to her students. If the program is truly exploratory, each school can make some decisions as to which areas to teach in each grade level. Rather than doing a little bit of everything in all grade levels, a school program might include three areas at one level and three different areas in the next level. This would provide enough time to explore an area with some depth. As an example, nutritional behavior patterns became habits very early in life so it might be best to teach foods and nutrition in sixth and seventh grades. On the other hand, body changes are rapid in early adolescence, so clothing construction may be more relevant to eighth graders. The level for teaching child development may depend on when students in a given community begin baby sitting.

Consumer education is relevant at all levels. Some of the suggestions appear both in content areas and in the consumer education section. This is done purposefully to suggest both the integration of these concepts in all teaching as well as their importance as meaningful concepts on their own.

There is no "best" way to teach home economics at middle school levels. It is important for each program to meet specific community and student needs through decisions made by those responsible for planning the program.

Basic to this guide are these assumptions:

1. Behavioral patterns and developmental needs and characteristics of students in grades six, seven, eight, and nine strongly indicate the value of home economics study.
2. Consumer education needs to become integrated in all areas of home economics starting with early formal teaching.

3. At this age, occupational directions are being selected emphasizing the need to provide accurate and adequate information.
4. Quality programs at this age level will influence enrollment in high school programs.
5. Boys as well as girls need to become well informed consumers, and they show interest in carefully planned home economics study.
6. If home economics programs in grades six, seven, eight, and nine are exploratory in nature, students will discover those areas they wish to study in greater depth.

It is not expected that home economics teachers will find specific lesson plans in this guide. Material is presented to serve as a catalyst for individual planning.

To develop a structure within which to work, curriculum plans were organized within the seven areas of: Child Care and Development; Clothing and Textiles; Consumer Education and Management; Family Health and Safety; Foods and Nutrition; Housing and Interiors; and Personal, Family, and Community Relationships. For each area, there are suggested behavioral objectives, content, learning experiences, evaluation, and resources. Space has been provided through a column titled "Notes" to allow each teacher to add her own comments and suggestions. Used to its best advantage, this guide will serve as a source of information and will encourage each teacher to select useful ideas on which to build relevant lesson plans for her own classes. In actual teaching, areas may be taught independently or combined in a multitude of ways.

All Objectives are written in behavioral terms indicating the kinds of behavioral changes expected in the students. For each main objective, sub-objectives are listed showing the ways a student will progress toward the major objectives. Objectives are included in each of the three domains: cognitive, affective, and psychomotor. Learning experiences and assessment techniques are based on the type of behavior implied by each objective. Evaluation techniques do not include any suggestions for written tests on cognitive material. It is assumed that written tests are a regular part of most school programs and will be used as needed. Instead, evaluative experiences are suggested that are more directed to helping students and teachers analyze progress toward achievement of objectives than toward determining grades, per se. Self,peer, and teacher evaluation techniques appear often on the assumption that students need to develop techniques of self-assessment through guided experiences.

Also missing are specific suggestions for showing films and filmstrips. Instead, films and filmstrips are listed at the end of each area with other suggested resources. Teachers are encouraged to select, preview, and use films and filmstrips as they contribute to specific objectives.

At the conclusion of each area, there is a bibliography of suggested references and resources. As is true of all other aspects of the curriculum, the bibliography is intended as a starting point. Users of this curriculum are encouraged to continually add to these lists and keep them up to date.

In the early stages of the development of this curriculum guide, it was decided that a more meaningful product would result through the involvement of home economics teachers who are the ultimate consumers. Several teachers had previously volunteered their services. With these as a nucleus, a task force was identified. Members represented both teaching and administration as well as coming from middle schools, junior highs, and senior highs. They also represented cities and towns both large and small and came from all geographic areas of the state. Their work forms the basis for the major portion of this guide.

In addition to the task force, an advisory committee was appointed. Members of this committee represented educational, business, political, public health, curriculum, youth services, consumer, and home economics affiliations. They contributed suggestions, comments, and criticisms which were used in assuring the relevancy of curriculum materials for today's youth. Their suggestions encouraged us to follow these guidelines:

1. The total middle school program should contain sufficient breadth to meet the needs of inner-city, suburban, and rural youth.
2. The curriculum should include units of instruction that are optional, could be used as alternatives, and permit program flexibility for individuals or groups of learners.
3. The program should reflect and implement a completely co-educational approach.
4. The program should be geared toward encouraging awareness and exploration.
5. A variety of experiences, including a range of exploratory experiences that allow for action and involvement of students in the marketplace, the world of work, and the life of the community should be available to all students.
6. The program should be heavily community-oriented. Resource people should be extensively utilized.
7. Skills for effective personal living should be explicitly incorporated into the learning experiences of the program. Personal survival skills such as the "how to" of decision making, planning, recognizing and coping with the value judgments of others and self should be consciously incorporated into the program.
8. Nutrition education recognizing the implications of major medical findings and nutrition research is needed.
9. Adequate clothing construction and crafts skills should be incorporated into the program so that the student experiences the gratification of real, concrete products from instruction.
10. Special attention to the areas of consumer education and career education should characterize the program. Management of time and money and other resources is an essential part of the curriculum.

11. Student awareness of alternative career directions should be provided. Encouragement of a self-concept as a worthy person and decision maker should be planned.

12. The program should reflect an integrated approach. The developmental problems of youth and not the coverage of traditional subject matter units should be the focus of the program. All areas of concern to this age group should be integrated and not isolated as to particularized offerings.

In presenting this curriculum guide, it is the hope of the project directors that it will be a viable resource tool to each home economics teacher. If it serves as a resource and helps each teacher in her daily and weekly planning, it will be successful. Everyone involved in the project agrees that it is not perfect nor will it ever reach perfection. It is the hope of all concerned that it will be used often and each person using the guide will make his or her own changes.

CHARACTERISTICS AND NEEDS OF MIDDLE SCHOOL YOUTH

Because the middle school will typically serve students ranging from the fifth to the ninth grades, an age range from approximately ten years to age fourteen or older; both the pre-adolescent and early adolescent stages of development will be of interest here. The pre-adolescent period is concerned with the transition from childhood to an increasingly adult role encompassing the various stages of adolescence. The early adolescent period gives rise to the real beginnings of many adult behavioral patterns and should be recognized as a crucial developmental period. For purposes of convenience rather than an assumption that human behavior can be neatly categorized, the characteristics and commensurate educational needs of these students will be briefly discussed within the following three groupings: physiological; mental-intellectual; and emotional-social.

Physiological characteristics and needs. An increased rate of growth in both height and weight is typical of many pre-adolescents, with some youngsters adding as much as 20 to 30 pounds to their weight in one year. Important changes in body proportions also occur during this period and into early adolescence. Rapid growth of the limbs is generally followed by trunk growth, with growth of hands, feet, and nose. This is a period of both physiological and psychological stress, with the former relating to the need for nutrition and health practices that accommodate rapid physical growth, and the latter relating to the need for accepting this temporarily ill-proportioned and awkward self.

The most pressing instructional need in this behavioral area is the need for relevant instruction in nutrition with particular emphasis on realistic food consumption patterns. Related health needs and practices essential to the pre-adolescent and early adolescent should also be presented. Explicit learnings should probably include consequences of nutritional inadequacy and various kinds of abuses to the body, including such factors as those stemming from lack of cleanliness and use of toxic substances. The effects of nutritional inadequacy on future offspring might be one area of particular interest. Various bodies of research knowledge on arrested development, mental retardation and the like for physiological causes might represent other areas of likely need and interest. Every effort should be made to determine the nature of the community needs for knowledge in the area and instruction modification accordingly. Probably every student in the youngest age-grade level of the middle school should be receiving instruction in at least some of these areas, given that developmental rates are known to be very dissimilar. It is well known that a given chronological age level may include a range of up to four or five years worth of developmental age differences, and instruction should take cognizance of this likelihood.

Mental-intellectual characteristics and needs. Probably the single most striking characteristic and commensurate need in this behavioral area is the student's progression from what has been called the concrete operational stage to the formal operational stage. The student in middle school has likely reached a stage of readiness for abstract thinking and learning. Hence, his entire learning style is apt to be capable of change in that he no longer is almost wholly dependent on extremely concrete methods of learning. Rather than strict reliance on explicit demonstration, word-objective connections, step-by-step instruction and similar techniques, the teacher at the middle school level can incorporate techniques that call for the student's building of abstractions for himself. Assimilation of concepts (in addition to sheer facts and discrete bits of information) now becomes possible. Extrapolation beyond a given factual base, synthesis of given informational bits into a new communication and other mental manipulations of ideas should increasingly become possible as the student progresses through the middle school. Instruction should promote these kinds of opportunities.

Coupled with this readiness for more abstract operations is an increasing awareness of the self as a person potentially capable of skill development. Much personal pride can be generated on the part of the student as he or she gains reasonable expertise in the use of tools and materials in the production of usable objects. The middle school student's psychomotor development generally has progressed sufficiently in terms of eye-hand coordination and fine motor control to permit skill acquisition. With his increased readiness for abstract reasoning and curiosity about materials, the student is able to profit from instruction geared to both the "how to" and the related theory or "why" of material fabrication and productivity.

Emotional-social characteristics and needs. Several developmental directions converge in this behavioral area and all have implication for instruction. One of the more important developmental areas is found in the need for adequate psychosexual development. During its early phases, groups of boys and girls tend to interact socially with friendship and group dating far more prevalent than pairing. Some clinical evidence indicates, moreover, the sexual adustment problems may follow too-early dating behavior, particularly as the result of parental pressuring to begin dating. Group membership is particularly sought after and the gang assumes great importance in the everyday experiential life of the pre-adolescent and early adolescent. Related instructional needs at this stage include awareness of the nature of varied human relationships with emphasis on the nature of friendships, mutually supportive relationships, dominant-submissive configuration in human relations and the like.

With an increasing need to demonstrate independence, parent-child and other superordinate-subordinate relationships are apt to become strained. Aggressiveness, fighting, and competitiveness manifest the urge toward independence. The need to maintain one's position in the group is also likely to foster some of these acting-out behaviors.

As early adolescence proceeds, an identity crisis emerges as the youngster attempts to achieve self-awareness of a positive nature and to articulate a self-concept. Bombarded with stimuli of an increasingly complex nature as he reaches further and further into the adult world, and beset with nearly constant change on his own part, the early adolescent faces a potentially prolonged developmental period as he tries to build for himself a picture of who he is and where he is going. During this period, he will be faced with many decision points, some of which will have far-reaching ramifications in his life. Among these will be decisions relating to career choice and training. Since career decisions have been hypothesized to represent implementation of one's own self-concept, the development of the self-concept per se takes on added importance. Helping young adolescents toward a sense of themselves as being-becoming people becomes a primary instructional responsibility.

Helping young people to assess their own developmental statuses will likely become a part of many curricular programs because there is a need for this kind of experience. Accordingly, the reader will note the use of affective measuring devices and other consciousness-raising experiences suggested in the present plan.

In summary, it can probably be safely asserted that the primary function of the middle school is developmental in nature, rather than culminating. To this end, the total middle school experience should probably be more oriented to exploration and the encouragement of self-directed exploratory behaviors than to in-depth instruction and elegant achievement. As an example, the student is likely better served who has been assisted to explore for himself various jobs and career directions, than is the student who has studied job families and achieved well on a test.

By emphasizing curricular components that hopefully relate more to the characteristics and needs of the age-grade group in question than to the demands of subject matter content, the contributors to the plan have attempted to produce a child-centered, humanistic document. It is the hope of all of us that it will encourage the further building of child-centered, humanistic programs.

PROGRAMMING CONSIDERATION

The various components of this plan - objectives, content, suggested representatives learning experiences, and evaluative devices - have been selected and assembled so as to reflect a learning systems approach. This kind of approach incorporates a "management by objectives" rationale which is hopefully apparent by virtue of the arrangement of the curriculum material on the pages, as much as by the nature of the material itself. The reader will note that definite learnings to be achieved are stated in the objectives and that specific evaluations experiences and/or devices are suggested for each group of objectives. Hence, the learnings to work toward and ways to measure the student's progress toward the achievement of these learnings are suggested. Thus the teacher implementing this curriculum plan will likely assume a management role at times as he or she makes judgments about student progress toward stipulated objectives on the basis of evidence. The teacher-manager may then decide to modify the learning experiences for a particular student or group, to repeat some, to add others, or eliminate certain units all together, depending on student needs as indicated by the evidence.

Content and learning experiences that are suggested in the plan represent a sampling only of the total material that could have been presented. They will hopefully serve to assist the teacher-manager in planning toward instruction that will encourage achievement of the objectives.

It is the belief of the Task Force, the Advisory Committee, and the co-directors that the plan and/or portions of the plan can be implemented in any program ranging from so-called "open" to so-called "traditional" programs. With apparently increasing pressure in Connecticut to "open up" programs, the numerous contributors to the plan particularly wished to produce a document that would be useful to teachers and others attempting to individualize instruction.

Perhaps the most important procedural difference between open or highly individualized instruction and more traditional, group-based instruction, is the way in which evaluation occurs, as much as the nature of the instruction itself. Typically, highly individualized instruction is guided by the setting of a standard or criterion. As soon as a learner demonstrates achievement of the standard or criterion, he is allowed to progress to the next set of learnings and tasks toward achievement of the next criterion. Hence, the term used in some writings to describe this type of individualized instruction - criterion-referenced achievement.

By way of contract, time-referenced achievement is a term that may be used to describe the more traditional practice of allotting particular units of instruction to particular periods of time, e.g. a unit on consumer-related aspects of clothing selection and care to be covered in two weeks or a given number of lessons. Under this system, the class works through the learning experiences as a group, with the learners expected to nearly all be dealing with the same learnings or experiences at the same time. Individual students' activities may vary from the class activities, but not generally to any important degree.

Time-referenced achievement as a model is typically characterized by formal testing, generally of a paper-and-pencil type, with evaluations based on a rank-ordering of the test results. Hence, students are compared to each other in terms of goodness of performance and grades assigned. Grades are typically not assigned in criterion-referenced achievement programs since achievement vs. non-achievement (or not-yet achievement) of the standard or criterion is apt to be the only measurement collected. This is usually communicated to the parent by means of a status report rather than a letter grade.

What does this discussion of program models have to say to the question of using the present curriculum plan? It is the belief of contributors to the plan that programs at either pole, individualized or traditional, or any program incorporating elements of both, can implement the plan or portions of it. The chief vehicle for so doing will probably be the selection and use of objectives. For those working with or toward an open or criterion-referenced program, the objectives can serve as statements of the standards or criteria to be achieved as each student, regardless of grade level, moves through the program. Naturally, some modifications of, deletion of, or addition to objectives will be required at the local school level. In the time-referenced or traditional programs, the objectives may help to liberalize the present program offerings in two ways: (1) by suggesting additional objectives, subject matter areas, learning experiences or evaluative experiences and (2) by enabling teachers to more adequately provide greater individualization among learners since many objectives that could serve as the basis of an individualized learning experience are supplied in the plan.

Noticably by its absence throughout the presentation of curriculum materials is any reference to length of time per unit or number of classes per unit. Indeed, units themselves are not identified as such. Instead, material is presented in a sequential manner but in such a way that any teacher may choose some or all related material and form a unit. Mention of segments is omitted purposefully in the belief that time needed will vary according to student and community needs, type of scheduling, facilities, and length of class periods. Teachers in schools having modular scheduling may find they have classes on some days as short as twenty minutes while the same class on another day may be as long as an hour. This amount of variation necessitates careful planning by the teacher or teachers concerned. Within the curriculum variations in type and length of experiences provides a resource tool for teachers with these kinds of planning concerns.

In other school systems, home economics is scheduled once, twice, three, four, or five times a week, for one or two periods each session. The younger the students, the more difficult it is to maintain interest for extended lengths of time. Also, the longer the break between classes, the more necessity there is to repeat and review from the previous class. Therefore, three, four, or five classes per week of one period's duration is the recommended play. Learning experiences may well span two or more lessons, but they are better taught in several sessions than trying to maintain high interest over a long period at one time.

A word remains to be said regarding the high degree of community-based experiences suggested in some portions of the plan. These experiences were incorporated in the belief that many young people both want and can profit from learning experiences that occur in out-of-school settings. Involvement in community programs and projects, exposure to the world of work in real-life settings, and awareness of varied family life-styles and problems can all contribute to the experiential life of the young adolescent. In some schools, local policy may not permit released time or students' leaving the school premises during the school day. Students in these schools will very likely not be permitted much opportunity for community or "market place" experiences. Every effort should be expended to afford these experiences where permissible and feasible.

Whether or not community experiences are allowable, it is the hope of all the contributors to the plan that it will aid teachers and others in a range of program types. If assistance is rendered in the tasks of planning for, providing, and evaluating instruction, the efforts of many people will have been fruitful. If the quality of a student's life at a school is enhanced by their efforts, then the work will have been worthwhile indeed.

CHILD CARE AND DEVELOPMENT

OBJECTIVES	CONTENT
1. ANALYZES CHILD GROWTH	
1.1 Is aware of the potential impact of prenatal problems and influences on later post-natal development.	Importance of prenatal care and health habits of the expectant mother Critical periods of prenatal growth; influences of mother's health by use of drugs, alcohol, and tobacco; importance of good health during the adolescent years for a future pregnancy
1.2 Identifies characteristics of children at various stages of development.	Child growth Patterns of development - ages and stages Physical Intellectual Social Emotional
1.3 Applies the concept of "developmental task" to the study of child growth.	Developmental tasks and the life process Readiness Maturation levels Arrested development as a function of failure with a developmental task or tasks Normal development as a function of success with developmental tasks
1.4 Appreciates individual differences.	Basic needs of individuals Physiological needs Need for intellectual stimulation and the satisfaction of curiosity Emotional needs Social needs
1.5 Recognizes the physical, intellectual, social, and emotional needs of children.	Individual differences in children
1.6 Identifies the characteristics of the healthy child.	Physiological, mental, emotional, and social characteristics of the healthy child

LEARNING EXPERIENCES	EVALUATION	NOTES
Identify critical periods of a pregnancy relative to fetal well being using readings, case studies and resource people.	Pretest on child care knowledge. Pretest on individual experience with child care.	
Define terms: physical, social, intellectual, and emotional growth; developmental task; readiness; and maturation.	Identify ages and stages from study photographs of children.	
Record observation of a child as to his physical, emotional, intellectual, and social development. Make a chart to illustrate the sequence of growth and development of children.	Written or oral report of a young teenager's responsibilities for his or her offspring.	
Identify typical developmental tasks for various age groups.		
Analyze case studies depicting varied developmental problems.		
Identify basic needs of all human beings.	Make an oral report to class on maturation of basic human needs.	
Prepare a bulletin board illustrating all aspects of child growth.	Evaluate reports of observation of children according to established criteria.	
Visit nursery school, day care center, or a Head Start program. Compile a list of individuel differences and similarities of children observed.	Learning Experiences Con't	
Observe a child over a given period of time (Con't)	outside of school and report observations using established guidelines. Construct a poster, comic strip, or other art form depicting a healthy child.	

OBJECTIVES	CONTENT
1.7 Defines heredity and environment.	Environment and heredity.
1.8 Recognizes effects of environment on development.	Resources for child growth information.
1.9 Appreciates "play" as an important factor in the total development of the child.	Characteristics of play experiences of a developmental nature Encourages both gross motor development and differentiated or fine motor coordination
1.10 Chooses experiences which promote growth in children.	Encourages exploration of tactile and visual senses through experience with color, shape, and texture Stimulates curiosity

LEARNING EXPERIENCES	EVALUATION	NOTES
Define heredity and environment. Read case studies illustrating how environment affects development of the child Consider both family and community influences.	Find an illustration depicting environmental effects on children. Make an oral or written report on the topic: "Heredity + Environment + Time = Development."	
Plan and operate a play school involving children from the community. Plan and give a party for young children.	Compare facilities and programs for young children in various pre-schools. Compare observation data with that of other students. Evaluate play school according to established criteria. Appraise the extent to which children's basic needs were met. Describe behavioral changes, if any, among the play school children. Pre- and post-attitude scale or questionnaire on attitudes toward young children. Consider how these attitudes might have changed.	

OBJECTIVES	CONTENT
2. GUIDES THE YOUNG CHILD IN POSITIVE WAYS	
2.1 Knows the qualities of an acceptable baby-sitter, whether at home or outside the home.	Acceptance of role as caretaker of child, at home and outside home Responsibilities of the baby sitter Expectancies of the parents and the baby sitter
2.2 Recognizes one's limitations as a baby sitter.	Legal aspects of baby sitting Responsibility of the homeowner or renter for the protection and safety of visitors and employees in the home Emergency procedures to follow
2.3 Identifies rights of employers and employees of baby sitters.	Characteristics and needs of young children with emphasis on play and rest periods
2.4 Determines one's effectiveness as a caretaker of children.	
2.5 Locates resources for help in caring for and guiding children.	
2.6 Applies knowledge of children's desires and needs in the gathering of materials for use when baby sitting.	

LEARNING EXPERIENCES	EVALUATION	NOTES
Buzz groups on responsibilities of baby sitters. Make a list. Identify problem areas in caring for children. Panel discussion with mothers and baby sitters on expectations and responsibilities. Discuss. Invite policemen and firemen as resource people to lead a discussion on recommended emergency procedures and responsibilities of parents or employers. Case study analysis of selected emergencies and recommendations. Write a baby sitters' guide. Make a baby sitters' kit and display all kits.	Evaluate own effectiveness in caring for and guiding children over a given period of time. Content assessment of recommendations of emergency procedures (oral or written). Content assessment of guide for baby sitters. Evaluation of kits by peers, self, and teacher using established criteria.	

OBJECTIVES	CONTENT
2.7 Applies guidelines for making friends with children.	Dynamic of alternating moods of shyness and aggression as the infant develops to childhood Children's use of hostility
2.8 Provides love and sympathetic understanding for children.	Child's need for nurturance and emotional security
2.9 Demonstrates awareness of children's limitations by setting realistic standards for behavior.	Importance of the mother or surrogate mother Avoiding over-reacting to children's behavior Constructive use of reinforcement Avoiding the practice of withdrawing love and nurturance to control behavior Need for tolerance of children's immature behaviors Nature of children's fears

LEARNING EXPERIENCES	EVALUATION	NOTES
Video or audio taped interviews with young children. Field visits in the community to observe mothers and significant others interacting with a child or children. Observation of the beginnings of patterned behavior among children, imitative behavior observed chiefly. Role play parents discussing situations calling for understanding and tolerance. Sentence completion exercises carried out with a young child to ascertain his fears, concerns, and apprehensions. Suggest methods for helping young child alleviate such fears. Plan a regular program of visits and/or work with young children in a nearby agency.	Assessment of recommendations made for alleviating fears, concerns, and apprehensions following interaction experiences with young children. Attitude scale or questionnaire on own acceptance of children's limitations. Assess adequacy of student's interpretation of child's responses to the sentence completion exercises.	

OBJECTIVES	CONTENT
2.10 Defines positive discipline. 2.11 Guides children toward self-discipline.	Discipline Principle of immediacy Principle of consistency Principle of reinforcement (behavior modification) Positive aspects of discipline as a factor in creating a good developmental environment Punishment Frequency of use Suitable to the offense Not overly harsh Related to nature of offense Not physically or psychologically harmful Child suggested

LEARNING EXPERIENCES	EVALUATION	NOTES
Define "positive discipline". Brainstorm solutions to discipline problems. Role play difficult situations that might arise in disciplining children. Using case studies, suggest appropriate discipline measures. Report on incidents observed in work with children, either in the regularized visitation program or in the observation exercise involving one child over a period of time. Work through a discipline problem with a child, either at home, in regularized visitation program, or in the case study observation of one child over time exercise. Describe procedures used and justify in either a written or oral report.	Attitude scale or questionnaire examining students' own attitudes toward the appropriateness of disciplinary measures and the value of self-discipline. (Could be used as a pretest and post-test.) Assess suitability of proposed solutions to case studies.	

OBJECTIVES	CONTENT
2.12 Recognizes safe toys and play materials for children of various ages.	Activities for fun and growth Criteria for toys and play materials
2.13 Demonstrates awareness of the benefit to children from exposure to beautiful and useful toys and play materials	Constructive use of toys, play materials, and play time Play as an exploratory experience for helping the child to learn about his own world Play as a way to encourage sharing and the beginning of interpersonal relationships Play as a release and developer of motor abilities
2.14 Demonstrates awareness of the possibility of children playing creatively when given space and materials that demand ingenuity.	Individual vs. group play activities Child's developmental status as one determiner Need for balance of both individual and group activities among older children

LEARNING EXPERIENCES	EVALUATION	NOTES
Develop criteria for the selection of toys and play materials including: Avoidance of deliberately ugly or violent toys Concern for safety in avoiding toys with such things as small, removable parts, questionable paint, poor construction, sharp edges Realization that children enjoy work-like tools that they can use constructively Realization that toys that parallel the child's motor development are appealing e.g. a pull toy for the toddler. Invite a guest speaker such as librarian, to bring books and demonstrate how to read a story to children. Compile a list of games for varying age groups. Experiment with materials for musical games or toys. Bring in household objects that illustrate suitability criteria for toys that are inexpensive. View and evaluate	Write a brief book for a child, including illustrations. Conduct a story hour for children with evaluation of the stories and experiences selected. Make a musical toy or invent a musical game that meets established criteria. Bring good and poor examples of toys and play materials and evaluate them. Evaluate plans for play space and propose a child's play routine according to established criteria. Create a plaything from household articles; e.g. a nest of tin cans, drum from oatmeal box.	

LEARNING EXPERIENCES	EVALUATION	NOTES
video tapes or use actual experiences in child observation on the interaction of children's use of toys and play materials.		
Interview a child concerning his favorite toy. If possible interview children of several ages.		
Conduct a market survey of children's toys, comparing quality and suitability criteria as well as price.		
Invite a toy company representative or merchandiser to address the class on a topic of the class's choice.		
Develop a plan that could be used in setting up a play area and a schedule or routine for young children in a given school or agency or home setting. Take into account such things as needs for space, storage, variety of experiences, and physical activity. Suggest materials and space allocations. Display plans. Implement a plan or portion of one.		
Develop a position paper or give oral report on own position regarding individual vs. group vs. organized group play for specified age groups.		

OBJECTIVES	CONTENT
3. USES PRINCIPLES OF HEALTH AND SAFETY	
3.1 Describes good health habits for children. 3.2 Applies learning to actual child care situations where possible.	Daily routines Benefits of a fairly prescribed daily routine for children of varying ages Patterned food consumption needs of young children and how they change Rest periods and change in daily routines as children mature Discovery and mental stimulation needs, nurturance needs; daily need for free play time Clothing needs of youngsters at various age/maturational levels Protective function of clothing for the young child Expressive function of clothing Research findings on children's preferences in clothing Self-help features to foster independence Innoculation programs Immunizations presently recommended for diseases Consequences of no protection or underprotection Community involvement in immunization

LEARNING EXPERIENCES	EVALUATION	NOTES
Interview mothers about routines of children at various ages or conduct a panel discussion involving several mothers from the community. Summarize the importance of daily routines	Propose a daily routine for a given child and justify using child development principles. Evaluate garments and/or designs using known criteria (self, peer, and teacher evaluation).	
Propose a three day diet plan for youngsters at specified age/maturational levels.		
Design a garment for a child of a specified age level which incorporates appropriate self-help features. Suggest appropriate fabrics; conduct a class display of suggested garments.		
Participate in the actual carrying out of a child's daily routine through baby sitting, home-based or agency-based experiences. Keep a log or anecdotal record and suggest changes or modifications where needed.		
Give reports on present innoculation programs, especially community based ones. Panel discussion involving parents and public health personnel on the benefits of immunization. Video or audio taped interviews with parents having had experiences with consequences of lack of immunization or other related experiences.		

OBJECTIVES	CONTENT
3.3 Identifies safety hazards for children. 3.4 Guides children to safe playing situations.	Safety responsibilities Maintaining a maximally safe environment for the young child Building a mind-set conducive to accident prevention Storage of medicines and household poisons Hazards related to home furnishings e.g. rugs decorations appliances paint
3.5 Performs simple first aid for common injuries. 3.6 Identifies sources of help in case of emergency.	Community resources for emergencies involving children Agencies and services available Typical referral route Emergency action Priorities in attending to symptoms in order to maintain life

LEARNING EXPERIENCES	EVALUATION	NOTES
Hold treasure hunt for unsafe practices in the home economics room (set up by the teacher or a group of students).	Evaluate home for safety for children, re-evaluate after a given period of time.	
Compile a list of safety practices in a home with small children.		
Report on safety practices followed in own home or home of child being observed in case study excercise. Re-survey a few weeks later to see if changes have been implemented following a discussion with the homemaker.		
Compile a list for baby sitters of emergency services in various areas of town. Make an emergency call card for own use.	Performance testing of first aid skills. Evaluate the community's response to the concerns of children.	
Identify simple first aid techniques and practice these on live models.		
Make recommendations for first aid treatment of child victims in selected case studies. Rank order treatments relative to their urgency for maintaining life.		

OBJECTIVES	CONTENT
4. APPLIES "CONSUMER RIGHTS AND RESPONSIBILITIES" PRINCIPLES TO PARTICULAR CHILD DEVELOPMENT PROBLEMS	
4.1 Identifies factors influencing infant-related and child-related expenditures.	Factors to consider in shopping for a layette, baby furniture, and other baby supplies Obsolescence through growth Minimum needs Comfort and safety New vs. borrowed or used articles
4.2 Identifies consumer protection legislations pertaining to infant and child-related expenditures.	Real cost of credit Disclosure practices under the law Contracts
4.3 Performs simplified cost-benefit analysis of child care services.	Costs of child care and/or day care Benefits in terms of increased earning power of the mother Benefits in terms of child's developmental experiences
4.4 Arrives at a generalized cost estimate for bearing and raising a child to a given age.	Costs of child bearing and continued medical and dental care Costs of food, shelter, and clothing Costs of services Costs of unearned income on part of mother Hidden costs

LEARNING EXPERIENCES	EVALUATION	NOTES
Propose a purchase plan for a complete outfit for a first born baby within monetary limits. Propose a rationale for major groups of purchases. Complete actual or mock-up credit application forms and contracts of several kinds. Compute real costs of credit given realistic problem situations to work from. Invite credit manager from a local firm to speak to the class. Working with the assistance of local day care management personnel, devise appropriate work sheets for calculating costs and benefits of day care. Real data or simulated data may be used in arriving at cost/benefit results. (Parents and managers might furnish real data). Draw conclusions. Class or individual exercise using appropriate worksheets to determine cost of raising a child through the first five years. Discuss and compare results.	Assess proposed purchase plan and rationale according to established criteria. Self-evaluation and/or teacher evaluation of consistency of conclusions of cost and benefits of day care.	

OBJECTIVES	CONTENT
5. IS AWARE OF IMPLICATIONS OF CHILD DEVELOPMENT CAREERS	
5.1 Recognizes opportunities for both boys and girls in the field of child development.	Career opportunities in child development Providing human development services Education Research
5.2 Develops a sense of self as a future worker with great interest, some interest, or no interest in "people service" fields.	Nature of "people service" or "human services" jobs Personal traits generally attributed to workers in these fields Para-professional and professional types of jobs in the child development or human development area Training required Number and types of these jobs locally available

LEARNING EXPERIENCES	EVALUATION	NOTES
Observe men and women at work in child care centers.	Make an oral report or keep a log of on-the-job observations.	
Institute a "shadow program" in which interested students can be released from a school day to literally follow a selected worker around on his or her job.	Participation in role playing or assessment of students' interpretation of what was observed in role playing.	
Invite resource people to speak about their work with people and children.	Willingness to participate in attitude measurements' experience; quality of own responses, but not evaluation of responses themselves.	
Simulation experiences allowing students to "try out" selected job tasks.		
Role play various job situations involving clients (children or other) and workers.		
Attitude scale or questionnaire probing student's sense of people service jobs as appropriate for him, his awareness of people's needs, and his interest in the field.		

RESOURCES FOR CHILD DEVELOPMENT

BOOKS

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McDermott, Nicholas, and Norris, HOMEMAKING FOR TEENAGERS BOOK I, Peoria, Illinois: Charles A. Bennett Co., Inc., 1966.

READ ME ANOTHER STORY, Clifton, New Jersey: Child Study Association of America, 1961.

Reihl, C. Louise, FAMILY NURSING AND CHILD CARE, Peoria, Illinois: Charles A. Bennett Co., Inc., 1961.

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Spock, Benjamin, M.D., BABY AND CHILD CARE, Boston: Hawthorne, 1968.

Wessells, Katherine T., THE GOLDEN SONG BOOK, Western Publishing Co., 1945.

PAMPHLETS

Consumer Information Services, Sears, Roebuck and Company, Dept. 703 - Public Relations, 303 East Ohio Street, Chicato, Illinois 60611.
How to Select Infants and Children's Clothing

Cooperative Extension Service, University of Connecticyt, Storrs, Connecticut 06268.
Children's Parties
Discipline
Food for Children
Toys for Children

Department of Health, Education and Welfare, Children's Bureau, Washington, D.C.
Infant Care
Your Child from One to Six

Gerber Products Company, Freemont, Michigan.
Sitting Safely

Ginn and Company, Boston, Massachusetts.
Behind Every Face a Family

National Dairy Council, 111 North Canal Street, Chicago, Illinois.
Feeding Little Folks

Proctor and Gamble, Educational Department, Cincinnati, Ohio.
- *Care for Two: Baby and You*
- *Protecting Infants and Toddlers from Accidents*

Ross Laboratories, Columbus, Ohio.
- *Developing Toilet Habits*
- *When Your Child is Contrary*
- *Your Child and Sleep Problems*
- *Your Child Goes to the Hospital*
- *Your Child Appetite*
- *Your Child's Fears*
- *Your Child's Progress in School*
- *Your Child's Quarrels*
- *Your Children and Discipline*

FILMS, FILM STRIPS AND TRANSPARENCIES

Films

Connecticut State Dept. of Health 79 Elm Street Hartford, Connecticut	*To a Baby Sitter*
Audio Visual Center The University of Connecticut Storrs, Connecticut 06268	*Animal Secrets: Mind of Man* (24 min., 1967) *From Sociable Six to Noisy Nine* (21 min., 1954) *From Ten to Twelve* (26 min., 1959) *The Frustrating Fours and the Fascinating Fives* (22 min., 1953) *Let's Play Fair* (11 min., 1968) *Let's Share With Others* (11 min., 1968) *Spud's Summer: Interracial Understanding* (26 min., 1967) *Terrible Twos and Trusting Threes* (20 min., 1951)

Film Strips

Heinz Company 1062 Progress Street Pittsburg, Pennsylvania	Off to a Good Start
McGraw-Hill Book Company, Inc. Text Film Department 330 West 42nd Street New York, New York 10018	Child Care Series Getting Acquainted Keeping Children Happy Keeping Children Safe Special Daytime Problems
J. C. Penney Company, Inc., 330 West 34th Street New York, New York 10001	Play: A Teaching Unit for Children Playschool Children

Transparencies

Co-Ed Forecast Teaching Aids Scholastic Book Services 904 Sylven Avenue Englewood Cliffs, N.J. 07632	Growth Patterns in Children Care of the Sick Child Development of a Young Child

PERIODICALS

Parents Magazine, 80 New Bridge Road, Bergenfield, New Jersey.

Forecast for Home Economics: Teacher Edition of Co-Ed, 902 Sylvan Avenue, Englewood Cliffs, New Jersey 07632.

OBJECTIVES	CONTENT
1. IMPROVES PERSONAL APPEARANCE	
1.1 Is conscious of the relationship of clothing to health and appearance.	Relationship of clothing to health and appearance Protection from weather changes Comfort Occasion Image projected to others

LEARNING EXPERIENCES	EVALUATION	NOTES
To test the insulation capacity of fibers, fill 3 jars with hot water. Wrap one with cotton, one with wool, and leave one unwrapped. Check after one hour and compare temperatures. Determine which fiber would be more appropriate for summer clothing and which for winter clothing.	Prepare a check list which might be given to a younger brother or sister including factors to consider in selecting clothing for health and appearance. Write a description of an outfit to wear for a specific occasion and tell how protection, comfort, and appearance were considered.	
Identify clothing suitable for various occasions. e.g. school sports parties travel		
Divide class into two teams, each with a set of pictures, each depicting differently groomed people. Each team list grooming characteristics from their picture set. See which team gets the longer list. Decide which picture shows a person you like for a friend.		

OBJECTIVES	CONTENT
1.2 Is conscious of the importance of good grooming.	Importance of good grooming Health Appearance Behavior patterns
1.3 Identifies equipment needed for good grooming.	Grooming equipment Hair Complexion Body Feet Teeth Nails

LEARNING EXPERIENCES	EVALUATION	NOTES
Describe the most attractive person you know and explain why you chose this person. List grooming practices which were recognized above. Display grooming articles suitable for teenagers. Tell about the use of the grooming articles.	Plan a grooming kit and compute its cost. How could the cost be lowered? Put items selected into two columns: "Essential" and "Would like to have."	

OBJECTIVES	CONTENT
1.4 Observes techniques of good grooming practices.	Techniques of good grooming Skin Hair Nails Posture Teeth Make-up

LEARNING EXPERIENCES	EVALUATION	NOTES
List different types of cleansing creams and soaps. Identify skin type and tell how to care for it. Determine what skin problems exist and how to alleviate them. Demonstrate cleaning special areas, such as elbows, heels and neck. Distribute soap samples.	Several days before unit begins, teacher takes a picture of each student as she comes to class on a given day. (Students not told this will happen nor given a chance to comb hair, etc.) After unit is completed, take pictures again and compare the differences.	
Discuss purpose of eliminating body odor. Differentiate between deodorant and antiperspirant.		
Discuss methods of removing hair from unwanted areas.		
Describe the care needed during the menstrual period. Show examples of different kinds of sanitary protection.		
Identify hair types and care of each. List types of shampoos rinses, and conditioners. Demonstrate technique for washing hair. Demonstrate correct ways to comb hair. Explain the importance of a good hair cut. Use transparencies to show the effect of hair styles on different face shapes.		
Determine equipment needed for manicures and pedicures.		

LEARNING EXPERIENCES	EVALUATION	NOTES
Manicure nails.		
With stick figures, show good and poor posture on blackboard while student demonstrates. Divide the class into squads and each squad select the best walk in the squad. The winners of each squad walk until the one with the best walk is left standing. Class gives reasons for selection of this walk. Repeat with being seated, sitting, picking up objects, and rising from a chair.		
Demonstrate exercises to correct poor posture. Present a skit imitating such walkers as: jumping jack waddler shoulder slinker bouncer hip switcher pounder heel walker roller skate walk toe walker		
Discuss reasons for good posture.		
Invite school nurse or dentist to demonstrate the correct way to brush teeth. Display products used for tooth care.		
Discuss effects of gum chewing on teeth. Students play the		

LEARNING EXPERIENCES	EVALUATION	NOTES
game "Freeze". The leader passes out gum and at the proper time, she calls "Freeze". The students look in a mirror to see expressions of faces caused by chewing gum. List types of make-up to be worn by the specific age-group. Demonstrate application of selected make-up.		

OBJECTIVES	CONTENT
1.5 Experiments with grooming supplies and techniques.	Experimenting New products New techniaues
1.6 Forms judgments on the value of cleanliness.	Value of cleanliness Health Appearance Acceptance by others

LEARNING EXPERIENCES	EVALUATION	NOTES
Select a new product or technique and demonstrate to the class its use. Also, explain how it would improve grooming habits.	Write a statement explaining how to determine the value of using a new product and/or a technique.	
Make a daily checklist of things to do before leaving the house. e.g. Do clothes fit? Is hem straight? Does slip show? Are any buttons missing? Are shoes clean?	Write a report on how grooming will help in later life. Discuss how current grooming practices will effect appearance in future years.	
Set up a routine of daily and weekly grooming practices.		

OBJECTIVES	CONTENT
2. APPLIES CLOTHING CARE PROCEDURES	
2.1 Describes the importance of caring for clothes.	Importance of caring for clothes Durability Appearance Availability when needed

LEARNING EXPERIENCES	EVALUATION	NOTES
Discuss and cite examples of how clothing will last longer when regularly cared for.	Write a paragraph describing the importance of regularly caring for clothes.	
Tell about circumstances where appearance might affect relationships with other people.		
Perform skits or role-play situations when disragard of personal clothing causes a family problem e.g. Leaving clothes lieing around the house. Having nothing ready to wear when the family is ready to go out.		
Watch an episode of "The Odd Couple" on television and list grooming traits of Oscar and Felix		

OBJECTIVES	CONTENT
2.2 Explains appropriate procedures in using cleaning techniques for clothing.	Cleaning techniques Washing Drying Ironing Pressing Spot removal Commercial cleaning
2.3 Chooses appropriate clothing care products and services.	Clothing care products and services Laundry products Commercial products and services Special care products

LEARNING EXPERIENCES	EVALUATION	NOTES
Invite a mother or other guest speaker to come to class and demonstrate pressing and ironing. Demonstrate processes of pressing, laundering, sorting clothes, spot removal. List clothes to be laundered, drycleaned, or hand-washed.	Choose a garment and demonstrate the procedure for cleaning it. Explain why procedure used for the garment was selected.	
List items found on shelves of a grocery store for clothing care. Design experiments to determine effectiveness of various detergents. Experiment with various products and methods for removing spots and stains from a variety of fabrics. List services to be done outside the home. e.g. dry-cleaning invisible mending alterations special laundering	Compile a spot removal chart to be placed near home laundry supplies. Make a file for keeping care labels from purchased garments.	

OBJECTIVES	CONTENT
2.4 Recognizes responsibility for care of personal clothing.	Care of personal clothing Daily care Weekly care Seasonal care Repairs and alterations Storage

LEARNING EXPERIENCES	EVALUATION	NOTES
Discuss the difference between daily, weekly, and seasonal care of clothing. Determine the kind of regular care needed. Plan a schedule for caring for clothes. Devise a checklist and keep a record.	Write a report describing a plan for assuming the responsibility for caring for own clothing.	
Make a display of hangers and discuss advantages of using hangers.		
Discuss various methods of improving storage space. Consider how inadequate storage affects care of clothing.		
Bring to class garments which need repairs and demonstrate the following: adjust buttonholes secure buttons replace fastenings mend tears remove spots adjust a hem add a decorative patch		

OBJECTIVES	CONTENT
3. UNDERSTANDS BASIC PRINCIPLES OF CLOTHING SELECTION	
3.1 Defines elements and principles of design in clothing.	Elements and principles of design in clothing Shape Line Color Texture

LEARNING EXPERIENCES	EVALUATION	NOTES
Use transparencies to illustrate effects line and shape have on appearance. View optical illusions created by line. Collect pictures of dresses, blouses, skirts, pants, and other clothes that have vertical, horizontal, diagonal, and curved lines. How are the lines related to the appearance of the person who wears them? Wear solid colored garments to school. Experiment with ribbons to create effects of line. Determine lines best for each student.	Collect pictures of dresses, skirts, blouses, sweaters, and slacks from magazines and catalogues. Group these together to show how to combine colors and clothes for attractive outfits. On a figure diagram, sketch in your most flattering lines. Determine the textures most flattering to specific figures. Explain why.	
Define hue, tint, shade, warm and cool colors, primary, secondary and intermediate colors. Show how colors are made by starting with glasses of colored water and mixing them to make colors. Explain color schemes by using the color wheel. Try on color collars to determine most becoming colors.		
List words to describe textures. e.g. rough, smooth, slippery, lumpy		
Examine fabric sample and describe the textures. Describe textures of clothing being worn. Using a		

LEARNING EXPERIENCES	EVALUATION	NOTES
large poster board, paste on fabric samples having different textures. Use same size and shape samples for each fabric. Discuss how the texture of a fabric affects its appearance.		

OBJECTIVES	CONTENT
3.2 Plans a coordinated wardrobe.	Co-ordinating a wardrobe Color Mix and match outfits Neutral colors vs. currently popular colors Basic lines vs. "fads" Accessories
3.3 Identifies appropriate apparel for different occasions.	Appropriate apparel for different occasions Amount of activity Type of occasion Seasonal differences Location of activity

LEARNING EXPERIENCES	EVALUATION	NOTES
Choose one color and plan a "Mix or match" wardrobe around this color. Sketch and color items for wardrobe. List outfits that can be put together from this wardrobe. Discuss ways neutral colors can be made to look fashionable through the use of accessories.	Evaluate your own wardrobe and decide how to coordinate outfits and/or items of clothing and thus increase the number of outfits available.	
Choose pictures of clothing from a catalogue, magazine, or newspaper and tell where each outfit could be worn. Collect and arrange pictures of seasonal clothing. Explain the purpose of each item for the season it was chosen. Include such items as raincoats, summer dresses, skirts, jeans, jackets and sweaters.	Looking at pictures of teenagers, tell where the clothing could be worn and the season for which it is most appropriate.	

OBJECTIVES	CONTENT
3.4 Describes skills required in purchasing items of clothing.	Skills required in purchasing clothing Planning before going to the store Shopping manners Shopping for quality Trying clothes on before buying Checking the construction

LEARNING EXPERIENCES	EVALUATION	NOTES
Take a wardrobe inventory and determine what items are needed. Plan for a shopping trip: Make a list List places to shop Check newspaper for sales and advertisements Write down estimated price of each item on list Decide which things are needed most and put them in order Know your size	List construction details to look for before purchasing a garment. List the qualities of a good shopper. Design a hangtag for a garment which you might construct for yourself.	
Make a file for hang tags and care labels. Attach small labels to file cards.		
Make a check list to use when trying on clothes so that a perfect fit can be assured. e.g. Does garment hang straignt from shoulders to hemline? Does garment fit smoothly with no pulling or stress? Can arms be easily moved in sleeves? Does hemline hang straight? Does garment button smoothly? Sitting down, does garment fit?		
Demonstrate, with a garment, what to look		

LEARNING EXPERIENCES	EVALUATION	NOTES
for when purchasing clothes: e.g. Seams evenly stitched Seams at least 1/2" wide Straight machine stitches Buttons secure Zippers neat and flat Facings smooth Perform skits illustrating courteous and poor shoppers including: Refolding merchandise Hang clothes back on hangers Speak kindly to salespeople Wait turn in dressing room Take care to not get make-up on clothing tried on Display hangtags and list information obtained such as: Size Price Fabric Wrinkle resistance Care instructions Color fastness Shrinkage control Trademark		

OBJECTIVES	CONTENT
4. DEVELOPS KNOWLEDGE OF TEXTILES	
4.1 Recognizes natural and synthetic fibers.	Fiber content natural synthetic (man made) blends
4.2 Is aware of fabric labeling laws.	Fabric labeling laws fiber content available information when purchasing fabrics
4.3 Recognizes different methods of fabric construction.	Methods of fabric construction Weaving Felting Knitting

LEARNING EXPERIENCES	EVALUATION	NOTES
Read reference books to discover the source of natural fibers. Make a bulletin board showing sheep, silk worms, cotton plants, and flax plants with fabric samples. Experiment with burn tests on various fabrics. Discuss the chemical processes for making synthetic fibers. Discuss why it is difficult to determine fiber by feel or appearance.	Trace the pocessing of one of the natural fibers. Make an "end board" that could be on the end of a bolt of fabric.	
Look up fabric labeling law and explain what this means to the consumer when purchasing fabric and ready-made garments.		
Weave a potholder or paper mat. Make a felt bookmark. Knit a scarf or a pair of mittens.	Find examples of each method of fabric construction. What are the advantages and disadvantages of each method in making garments?	

OBJECTIVES	CONTENT
4.4 Identifies fabric finishes.	Fabric finishes Purpose Usefulness in care of garment Problems in making alterations

LEARNING EXPERIENCES	EVALUATION	NOTES
Make a list of finishes found in hang tag files. Discuss the qualities added to garment because of finishes. Explain the purpose of each finish from the hang tags. Discuss the problems of altering clothes with some finishes. Discover the effect this might have on a decision to buy a garment needing to be lengthened.	List commonly found fabric finishes and tell the purposes of each one.	

OBJECTIVES	CONTENT
5. DEMONSTRATES USE AND CARE OF SEWING EQUIPMENT	
5.1 Practices good safety procedures in use of sewing equipment.	Safety practices with sewing equipment Storage Use of equipment for appropriate task Care

LEARNING EXPERIENCES	EVALUATION	NOTES
Discuss the appropriate use of each place of equipment used in sewing. Consider the best way to care for each of the pieces of equipment. Practice use of small equipment on fabric swatches. Demonstrate storage of small equipment. e.g. pins, needles scissors tracing wheel, paper Make a storage accessory. e.g. scissors case pin cushion Discuss the merits of organized sewing boxes and storage places for garments in process. Display well organized sewing boxes.	Make a sewing kit for storing small sewing equipment. Compute cost and relate storage to saving money when replacements are not constantly needed. Devise a system for labeling equipment for easy identification.	

OBJECTIVES	CONTENT
5.2 Demonstrates sewing machine operation.	Sewing machine operation Machine parts Threading Inserting bobbin Running machine

LEARNING EXPERIENCES	EVALUATION	NOTES
Inspect machine parts using charts and machines. Label prepared diagram of sewing machine.	Label prepared diagram of sewing machine. Thread machine.	
Practice changing feet and needles on the machine. Practice threading the machine. Practice stitching prepared diagrams of straight lines, curved lines, and corners. Demonstrate good posture for sewing.	Stitch two pieces of fabric together with 5/8" seam. Take a test and receive operator's license for sewing machine. License may be suspended for speeding or carelessness. It can be reinstated only be retaking the test. Test includes winding bobbin, threading machine and stitching. On a piece of plain fabric, draw a straight line, curved line, and a corner. Stitch lines using a contrasting color thread. Make a license appropriate to the school.	

OBJECTIVES	CONTENT
5.3 Chooses appropriate sewing equipment.	Sewing equipment Scissors and/or shears Needles Pins Thimble Tracing wheel and tracing paper Measuring tape
6. SELECTS PATTERN AND FABRIC	
6.1 Identifies pattern type and size	Pattern type and size Type Size range Figure type Size Measurements Style of garment

LEARNING EXPERIENCES	EVALUATION	NOTES
Make a list of equipment needed for class projects. Label equipment so it can be easily identified.	Check sewing kit to be sure all necessary equipment is available and is labeled.	
Using overhead projector, explain figure types. Compare similar measurements within different figure types.	Determine figure type and size.	
Demonstrate how to take body measurements Working in pairs, take necessary measurements for garment selected. Compare measurements to pattern size charts and determine size.		

OBJECTIVES	CONTENT
6.2 Describes information on pattern envelope.	Pattern envelope information Front Picture of garment Variations available Number of pattern Company name Price Size Back Measurements for sizes Fabric requirements Notions Back view of garment Suggested fabrics Brief description of garment and view variations Outline of pattern pieces

LEARNING EXPERIENCES	EVALUATION	NOTES
Explain envelope information using a diagram on the overhead projector. Hand out pattern envelopes for students to study. List all available information and discuss the importance of each item.	Use case studies and pattern envelopes and determine size and items needed to be purchased to make the garment. Compute the cost of the finished garment.	

OBJECTIVES	CONTENT
6.3 Chooses suitable fabric for a pattern.	Suitable fabric Cost Width Weight Method of construction Color Texture Design
7. MAKES A SIMPLE GARMENT	
7.1 Prepares pattern and fabric for construction.	Preparing Pattern Select pieces for view chosen Cut apart small pieces Write name on all pieces Make necessary alterations Preparing Fabric Even ends - draw threads and cut Straighten Pre-shrink, if necessary Place pattern on fabric Circle layout on guide sheet Measure for straight of grain Place pins perpendicular to edge Place appropriate pieces on fold

LEARNING EXPERIENCES	EVALUATION	NOTES
List qualities to consider when buying fabric: e.g. durability ease of handling fraying or raveling washability texture design	Choose a suitable fabric for class project. Explain why it was selected.	
Compare two fabrics with similar qualities but of different widths. Discuss how to decide which would be the better buy.		
Select and circle appropriate information on guide sheet. Demonstrate fitting and altering patterns. Demonstrate methods of making fabric thread-perfect and grain-perfect Demonstrate pattern lay-out.	Prepare fabric. Prepare pattern and place on fabric.	

OBJECTIVES	CONTENT
7.2 Performs construction processes	Construction processes Cutting Marking Basting Fitting Stitching seams Special techniques Darts and tucks Facings Set-in sleeves Waist band Collar Fastening Hem

LEARNING EXPERIENCES	EVALUATION	NOTES
List construction techniques and demonstrate as needed: Cutting Marking Basting Fitting Stitching seams Special techniques Hem Facings Set-in sleeves Waist band Collars Fastenings	On progress chart, record step completed at end of each class. Hand in completed form telling what step is to be done next and what help, if any, will be needed.	

OBJECTIVES	CONTENT
7.3 Practice techniques in the construction process.	Techniques in construction process Selected techniques as needed for garment to be made.
7.4 Constructs a garment or apparel accessories using a process other than sewing.	Techniques other than sewing Knitting Crocheting Maccramé Gluing Weaving

LEARNING EXPERIENCES	EVALUATION	NOTES
Construct a simple garment. Select pattern to have several designated construction techniques. Demonstrate construction processes as need arises in class.		
Construct a simple garment using alternate technique to sewing. Consider basic techniques such as: Selecting pattern Selecting yarn or other fabric Fitting Closures Putting together This experience might be in addition to making a sewn garment or in place of for those students who do not wish to sew.		

OBJECTIVES	CONTENT
8. COMPREHENDS THE HISTORICAL SIGNIFICANCE OF CLOTHING.	
8.1 Recognizes kinds of clothing worn in the past.	Clothing worn in the past Styles Fabrics Suitability to activity Construction techniques
8.2 Is aware of the cultural significance of clothing.	Cultural significance of clothing Clothing of other countries Variations in national origin in this country Relation to climate differences

LEARNING EXPERIENCES	EVALUATION	NOTES
Show pictures of clothing worn in the past. Discuss the ways they differ from styles worn today. Bring in items of clothing of a former generation. Display items with the title "What Grandma or Grandpa Wore."	Make an oral or written report on different periods of costume. Design an historical costume for a doll.	
Visit a museum having a collection of historical costumes.		
See a movie, television program, or play in which the actors and actresses wear historical clothing.		
Display dolls of other lands. Explain why certain types of clothing are worn in various parts of the world. Sketch a national costume to be displayed or pin fabric on doll to represent native dress. Investigate variations in clothing customs in this country and relate to area, climate, and national origin.	Give a report on the clothing of a chosen country or culture in America.	

OBJECTIVES	CONTENT
8.3 Describes modern adaptations of cultural and historical clothing.	Modern adaptations Cultural variations Historical variations
9. RECOGNIZES OCCUPATIONS RELATED TO CLOTHING CARE AND CONSTRUCTION AND TO TEXTILES.	
9.1 Identifies jobs related to beauty and health products and services.	Occupations related to clothing Clothing care Clothing constructions Beauty and health Textiles Merchandising
9.2 Observes textile related occupations.	
9.3 Describes jobs related to clothing care and/or construction.	

LEARNING EXPERIENCES	EVALUATION	NOTES
Examine pattern books and fashion magazines. Describe fashions which have been copied from other periods or other cultures. Discuss why they are popular today.	Select a picture of an historical costume and sketch an idea for a modern version or arrange fabric on a doll model to resemble a period costume.	
Visit a textile mill or garment factory to observe people at work.	Describe a job you would like to try.	
List ways to earn money with clothing knowledge.		
List jobs related to beauty and health products and services. Look up "Beauty" in the yellow pages and determine jobs available.		
Choose a natural fiber and trace its development from source to garment and list the occupations involved.		
Visit a dry cleaning plant. Discuss ways to make extra money by ironing, laundering and mending clothes.		

CLOTHING AND TEXTILES

BOOKS

Bonne Bell, THE GREAT LOOKS BOOKS, Lakewood, Ohio 44107.

Bunim, Bailey and Vansidele, STEPS IN CLOTHING SKILLS, Bennett Books, Peoria, Ill.

Lange, Lawrence, THE IMPORTANCE OF WEARING CLOTHES.

YOUR CLOTHING DOLLAR, Chicago, Ill. 60601, Money Management Institute Prudential Plaza

CHARTS, POSTERS AND KITS

Belgian Linen Association 280 Madison Avenue New York, New York	"Linen Kit"
Faultless Starch Co. Kansas City, Missouri	Puzzle - "Be A Smart Star"
Miracle White Co. Chicago, Illinois 60614	"Stain Removal Chart for Washables"
National Cotton Council P.O. Box 12285 Memphis, Tennessee 38112	"Cotton"
McCalls Education Service McCall Street Dayton, Ohio or 230 Park Avenue New York, New York	"Color Wheel" "Beginning Construction" Sewing Series Chart "Line Wise Is Design Wise" "Optical Illusions Becoming Designs" "Optical Illusion Posters"
Connecticut Dairy and Food Council 95 Niles Street Hartford, Connecticut	"Posture Teaching Aids for Girls or Boys"
Proctor and Gamble Educational Department Cincinnati, Ohio	Personal Grooming -"Let's Concentrate on You"
Mennen Co. Morristown, New Jersey	"21 Hair Tips" "Really Understanding Your Hair"

PAMPHLETS

McCalls Corp., Education Service, Dayton, Ohio.
    Careers
    100 Years of Fashion
    From Folk Costume to Modern Fashion
    Color and You
    Guide for Color Study

General Electric Co., Bridgeport, Connecticut.
    Press as You Sew

Talon Educational Service, 41 East 51st Street, New York, New York 10022.
    Talon Makes It

Butterick Pattern Service, 161 6th Avenue, New York, New York 10013.
    Fit is Fundamental to Fashion

Coats and Clarks' Educational Bureau, 430 Park Avenue, New York, New York 10022.
    Sewing Secrets

Clauss Cutlery Co., Freemont, Ohio
    Scissors and Shears for Sewing

National Cotton Council, P.O. Box 12285, Memphis, Tennessee 38112.
    Cotton from Field to Fabric
    Cotton Panorama
    Catalogue of Educational Materials on Cotton
    The Story of Cotton

American Wool Council, 520 Railway Exchange Building, Denver, Colorado.
    The Story of Wool

Pendleton Mills, Portland, Oregon.
    The Romantic Story of Man and Sheep

Calgon Corporation, Home Service Center, Pittsburgh, Pennsylvania 15230.
    The Laundry Book

Seymour Housewares Company, Seymour, Indiana 47274.
    How to Take the Wrinkles Out of Ironing

Faultless Starch Co., 1025 West 8th Street, Kansas City, Missouri.
    To the Chairman of the (Ironing) Board

Best Foods, Englewood Cliffs, New Jersey 07632
    The Magic Rinse
    The Sweater Primer

PAMPHLETS CONTINUED

Scotts Paper Company, International Airport, Philadelphia, Pennsylvania 19113.
Off to a Beautiful Start

Maybelline Company, 8 South Michigan Avenue, Suite 1306, Chicago, Illinois 60603.
The Eyes Have It

Mennen Company. Morristown, New Jersey.
For the Most Beautiful Hair in the World

Knox Gelatin, Inc., Johnstown, New York.
Fingertips from Knox Gelatin

Tampax Inc., Lake Success, New York 11040.
Accent on You
It's Time You Knew

Avon, 30 Rockefeller Plaza, New York, New York 10020.
A Certain Look
Know How to Dress and Look
The Beauty of You
That Special Something

Lily Mills, Shelley, North Carolina.
Glossary at a Glance series

United States Department of Agriculture, Division of Home Economics, Federal Extension Service, Washington, D.C.
Be a Good Shopper

FILMS AND FILMSTRIPS

Films

Modern Talking Pictures 2323 New Hyde Park Road New Hyde Park, New York 11040	*Good Looks Here and Now* *Teen Aged! Have Acne?* (10 minutes) *It's Wonderful Being a Girl* (20 minutes)
Sterling Films 866 3rd Avenue New York, New York 10022	*The Story of Menstruation*
Encyclopedia Britannica Educational Corp. 425 North Michigan Avenue Chicago, Illinois 60611	*Clothing* (11 min., 1955)

FILMS AND FILMSTRIPS CONTINUED

Films Continued

Coronet Instructional Films 65 East South Water Street Chicago, Illinois 60 601	*Posture Habits* (11 min., 1963)

Film Strips

McCall's Sewing Filmstrip Services 114 East 31st Street New York, New York 10016	*Applying a Waistband* *Facing a Neckline* *Hemming a Skirt* *Historical Highlights and Contemporary Clothes* *Start to Sew* *Begin With the Pattern* *Figure Flattery Through Optical Illusion*
Midol Dept. FTC, Box 146 New York, New York 10016	*The Miracle of Nature*
Gillette Company 100 Charles River Plaza Boston, Massachusetts 02112	Film Strip Kits with sample and recording *Neat is a Girl's World* $6.50 *Neat is Not a Dirty Word* - $7.50
Proctor and Gamble P.O. Box 599 Cincinatti, Ohio 45201	*Focus on Family Wash* *Lots About Laundering*

OBJECTIVES	CONTENT
1. MANAGES TIME IN A SELF-SATISFYING WAY	
1.1 Recognizes daily activities to be accomplished.	Time is spent daily Eating Sleeping Playing
1.2 Lists activities in order from most important to least important.	Learning Working

LEARNING EXPERIENCES	EVALUATION	NOTES
Keep record for one weekday and one weekend day of all activities giving amount of time spent at each one. Divide activities into columns: "Must Do", "Helpful to Do", and "Do for Fun". From this, compile a list of activities from most important through least important. Compare differences and similarities between weekday and weekend activities.	After completing unit, again keep records and compare to see of more essential activities are completed. Check activities to see which ones are for self, which for family and which for others. What does this tell about self-centeredness vs. concern for others?	

OBJECTIVES	CONTENT
1.3 Designs a chart for managing time suitable for individual activities.	Chart for activities Includes all activities Varies from person to person Varies from day to day Varies from season to season Making a flow chart Draw floor plan Observe someone performing an activity Chart each movement made from one place to another

LEARNING EXPERIENCES	EVALUATION	NOTES
Using overhead projector, illustrate preparing for school in the morning by making a line drawing tracing steps. Students do the same with a felt tip marker for viewing on the screen. Discuss observations: a. Were there many lines on the illustration? If so, why? b. Were all necessary jobs completed that morning? c. Was time left over? d. What suggestions could be made to improve morning routine?	Ask: "What are your conclusions after examining your list of daily activities? Do you spend enough time on jobs requiring more time?" Complete the following open end question: If I could change the way I managed my morning activities, I would . . .	

OBJECTIVES	CONTENT
1.4 Plans time for home, study, family and play activities.	Comparison of time spent and importance of activity Importance of each activity Time spent on each activity Time in relation to importance of activity Time in relation to length of activity
2. DETERMINES PERSONAL RESOURCES	
2.1 Defines personal needs	
2.2 Recognizes personal needs	Needs are essential things you cannot live without.
2.3 Defines personal wants	Wants can make life more pleasant.
2.4 Recognizes personal wants	
2.5 Differentiates between wants and needs	

LEARNING EXPERIENCES	EVALUATION	NOTES
Using a transparency as a guide, complete an "Activities Chart" listing activities accomplished daily or weekly. After each activity, place a check in the appropriate column. M = Must be done N = Not too important T = Much time spent I = Little time spent	From the list of usual activities scheduled for each day or week, prepare a time schedule or plan (either daily or weekly) which will best fit personal needs.	
Define needs. List those things every person needs for survival. Add any additional needs each person has. Define wants. List categories of wants individuals have. Each one list his own personal wants. Discuss the differences and similarities of wants and needs of individuals in the class. List all wants and needs and check to see if some students' wants are someone else's needs. Decide which items are definitely needs and which are really wants.	Separate a list of items into three columns: wants, needs, either depending on person. Write a statement justifying each column.	

OBJECTIVES	CONTENT
2.6 Identifies personal resources available to fulfill individual needs and wants.	Resources Ability to meet and handle a situation Use to acquire or achieve wants and needs Limitations of resources Variations of resources among people Material vs. human resources Development of new resources
2.7 Is aware of the importance of planning use of resources.	Planning resources Consummable resources Continuing resources Resources that can be renewed Relationship between use of resources and acquiring needs and wants

LEARNING EXPERIENCES	EVALUATION	NOTES
Define resources. Make three columns on a piece of paper. Title one "Needs", one "Wants", and the other "Resources". List all resources in the other column. To determine if you have the essential resources to acquire all of your wants and needs, draw a line connecting the "need" or "want" with the "resources" that you possess.	Answer the following questions: "What additional resources must I acquire or develop in order to be able to fulfill my needs? "What 'wants' will I have to postpone until I acquire additional resources?" Does a "want" or a "need" ever shift position?	
Baker's Dozen - List 13 items which you feel are essential to your life. Eliminate items until there are 5 left. Discuss why choices were made. Discuss the differences between those resources that are "used up" and those that continue to be available.	Develop a monthly plan for the use of resources to acquire wants and needs.	

OBJECTIVES	CONTENT
3. IS ABLE TO MAKE DECISIONS	
3.1 Identifies the steps in the decision-making process.	Steps in the decision-making process Recognize problems or need and values and goals Determine expectations Consider alternatives Choose the alternative that seems to be the best Follow through chosen alternative Evaluate decision

LEARNING EXPERIENCES	EVALUATION	NOTES
Define decision. Divide a piece of paper into 6 sections. Number each section. In this strategy, you will be asked to put your thoughts in writing. 1. Think of a problem or need that you have. Write this in Section #1. 2. Write your expectation for this need if fulfilled in section #2. e.g. Your need is a bicycle, expectation is transportation to and from school. 3. Write all possible alternatives in section #3. e.g. Walking or bus. 4. Write the best alternatives for your personal needs in section #4. 5. How will you follow through with your decision? List all personal values you possess to assist you in section #5. 6. Draw a picture of how you feel in section #6.	Select a decision recently made. List the steps followed in making the decisions. Compare to decision-making process and tell how to change your procedures if you were to make this same decision again.	

OBJECTIVES	CONTENT
3.2 Identifies values and goals.	Values Basis for deciding on behavior Guide for developing goals Goals Determination of future plans Flexible, based on changing wants and needs

LEARNING EXPERIENCES	EVALUATION	NOTES
Define values and goals. "Personal Coat of Arms" Divide a large sheet of paper into 6 sections. In this strategy you will be asked to put your thoughts into illustrations - either your own drawing or a picture you select. Drawings or pictures go in each section as follows: 1. Two pictures: one representing something you are very good at and one showing something at which you want to become better. 2. A picture showing one of your values about which you would never budge. One about which you feel extremely strong and might never give up. 3. A picture showing a value by which your family lives and which everyone in your family would probably agree is most important. 4. A picture depicting your imagination. Imagine you could achieve anything you wanted to and that what-	Write a few paragraphs answering the questions: What is important to you? What do you value? How do your values help you achieve your goals?	

LEARNING EXPERIENCES	EVALUATION	NOTES
ever you tried to do would be a success. What would you strive to do? 5. A picture to show one of the values you wish all men would believe in and one in which you believe very deeply. 6. Use words in this section: Write four words which you hope people would say about you. What does your coat of arms tell you about yourself? About your family?		

OBJECTIVES	CONTENT
3.3 Makes choices through a decision making process.	Decisions Represent choices made through a logical analysis of situation Are flexible Can be altered as the need arises
3.4 Cooperates in making decisions.	Some decisions need to be made by two or more people Compare priorities of individuals Listen to each person's opinion Determine group priorities Follow decision making process

LEARNING EXPERIENCES	EVALUATION	NOTES
Prepare a check sheet of questions to ask yourself when making a decision about a purchase or a personal problem.	Using the check list, select two decisions recently made. Analyze decisions and determine whether you would make the same decision again. If so, why and if not, why not?	
Define cooperation.	Discuss and make observations during group sessions. Discuss difficulties each group encountered.	
Class divides into groups of five or more students. Each group is given a $50 bill. Each group, as a unit, must decide what to do with the money. Everyone must agree. No one must be forced into agreeing with the group.		
Groups may be changed and each group given a larger sum of money.		
Describe a family situation in which good judgement was used in making a decision.		

OBJECTIVES	CONTENT
4. ASSUMES HOME, SCHOOL, AND COMMUNITY MANAGEMENT TASKS	
4.1 Knows roles of family members.	Family members Share in responsibilities Each contribute to management Are dependent on each other Respect each other's opinions Keep own possessions in order Disposes accumulated unwanted items
4.2 Recognizes the importance of each family member's contribution to household management.	

LEARNING EXPERIENCES	EVALUATION	NOTES
Role play the responsibilities of family members: Mother Father Sisters and brothers Step-sisters and step-brothers Grandparents Aunds and uncles All of these responsibilities drawn together under one roof illustrate a cooperating family. Discuss what happens when family members do not uphold their responsibilities.	Complete the following sentence: "As a member of my family, my responsibilities are . . .	

OBJECTIVES	CONTENT
4.3 Analyzes the procedures for performing actual household duties to conserve time and energy.	Certain jobs can be accomplished in different ways Procedure for implementing tasks efficiently Use best materials available Plan and organize work by getting together all equipment Do the task Clean up afterward
4.4 Manages time efficiently for classroom activities.	

LEARNING EXPERIENCES	EVALUATION	NOTES
Select a task which is usually performed e.g. table setting, bed changing, cleaning. Ask one student to perform the task as others in the class diagram all motions. Analyze the steps taken. Discuss the task and ways steps could be lessened and time decreased. Perform the task again (chart and all) in a more efficient manner.	Consider a task performed at home. Devise a way to perform that task to allow more time for personal activities.	
Organize a "clock watchers club". Each time there is an activity or laboratory period students, on a rotating basis, alternate to oversee the management of time.		
Responsibilities Set up a time plan Record time actively spent on each task Clean-up Check active time against planned time		

OBJECTIVES	CONTENT
4.5 Recognizes the importance of each citizen's contribution to community service.	Each citizen has a vital role to play as a member of society Environmental protection Voting privileges Participation in community activities Courtesy toward all officials Participation in law enforcement Constructive thinking Communication of positive attitudes Volunteer work
	Cooperation is a characteristic of good school citizenship

LEARNING EXPERIENCES	EVALUATION	NOTES
Visit the offices of a local community official. Ask him or her to explain "The importance of each citizen's contribution toward a successful community."	Prepare a booklet for distribution to youth in the community describing the ways young people can become participating citizens in the community.	
Visit a local hospital and talk with the person responsible for a youth volunteer program. e.g. Candystripers		
Visit senior citizens and/or a nursing home. Become a companion for an older person.		

OBJECTIVES	CONTENT
5. CHOOSES APPROPRIATE PROCEDURES FOR THE MANAGEMENT OF EQUIPMENT	
5.1 Identifies small household equipment by name. 5.2 Knows the procedures for using small household equipment.	Small household appliances Blenders Mixers Can openers Electric fry pans Toasters Waffle irons Deep fat fryer Iron
5.3 Identifies major equipment and appliances by name. 5.4 Knows the procedures for using major equipment and appliances.	Major appliances Refrigerator Range Washing machine Clothes dryer Dishwasher Sewing machine Procedures for using major equipment and appliances Read manual Follow directions Follow safety guidelines Store correctly

LEARNING EXPERIENCES	EVALUATION	NOTES
Identify mounted illustrations of equipment.	Matching game - match name of equipment with its picture.	
Read manuals of each small appliance. In groups, demonstrate use of an appliance.	List available small appliances and indicate whether essential helpful, luxury or needed only in unusual situations.	
Perform an experiment on food storage in the refrigerator. Select foods such as milk, mustard and some fresh vegetables. Store foods correctly and incorrectly in refrigerator for two or three days. Examine foods and explain the results of the experiment. Discuss the importance of correct storage for nutritional value, economy, and flavor.	Devise a storage plan for appliance manuals so they are readily available. Sketch the insides of a refrigerator showing placement of a given list of foods for maximum quality storage.	
Obvserve a wall chart illustrating correct placement of foods in the refrigerator.		
Plan simple guidelines for the safe use of equipment.		

OBJECTIVES	CONTENT
5.5 Interprets appliance care manual.	Use of manual Read Question any words or phrases not understood
5.6 Illustrates regular care of household appliances.	Refrigerator Storage Cleaning Range Parts - Use of each Cleaning

LEARNING EXPERIENCES	EVALUATION	NOTES
Refer to care manuals for appliances. Distribute manuals. Demonstrate care, use, and tasks to be accomplished with each appliance.	Observe regular use and care of appliances in laboratory experiences.	
Remove surface units of the range as would be done to clean it. Practice the correct placement of units. Discuss the importance of immediate wiping of spills and daily cleaning to avoid hard to remove spills, soils, and staining. Demonstrate cleaning a refrigerator. Oil sewing machines as directed in manual. Discuss ways to share responsibilities for regular care of appliances.	Each student selects a card identifying an appliance 1. Describe task to be accomplished with appliance 2. Describe usual care and maintenance	

OBJECTIVES	CONTENT
6. DETERMINES THE IMPORTANCE OF MAINTAINING PERSONAL BELONGINGS FOR ECONOMY AND SELF-SATISFACTION	
6.1 Describes the desired image to be projected through one's personal appearance.	Factors reflecting one's image Clothing Condition Style Appearance Cleanliness Posture Neatness

LEARNING EXPERIENCES	EVALUATION	NOTES
On a sheet of paper, write four words you would like to have someone say about the way you look. The words may be shared with other classmates or students may pass. Discuss: "How can you present this image?" "What factors influence the image you present to others?"	Find a picture or sketch a picture showing the image you now reflect in a mirror and another of the image you would like to reflect. Compare the two and describe how to make them more alike.	

OBJECTIVES	CONTENT
6.2 Knows the skills required to maintain clothing for durability and neatness.	Management factors important to present a pleasant personal appearance Clothing in good repair Clean clothing Pressed clothing Clean shoes

LEARNING EXPERIENCES	EVALUATION	NOTES
Practice sewing on buttons and snaps, hemming pangs and skirts, pressing clothes, cleaning shoes, and mending rips and tears. Demonstrate washing a wool sweater.	Organize an emergency repair kit for the home economics room. Make cards showing how to make repairs to accompany the kit.	

OBJECTIVES	CONTENT
6.3 Recognizes the importance of organization within one's room.	Confusing clutter vs. orderly organization Working efficiently Finding things Keeping belongings neat
6.4 Organizes a bedroom for convenience.	Storage areas Conveniently located and arranged Suited to size of articles stored Easy to reach
6.5 Organizes a bedroom to be functional.	

LEARNING EXPERIENCES	EVALUATION	NOTES
Determine activities to be accomplished within the bedroom area - check sheet or chart form. Discuss whether present room fulfills requirements. Analyze traffic lanes and arrangement of own room for convenience. Discuss different storage ideas each person has found to work for storing belts, purses, sweaters, jewelry. Look through magazines for storage ideas for bedrooms and shop work areas where tools are kept. Discuss storage devices made from cigar boxes, wooden crates, coat hangers, plastic cleaner bags, paper towel tubes. Display items.	Write a paragraph - "How can I change my room to fulfill my needs?" Samples of storage devices made are handed in. Devise a score sheet for the evaluation of each sample.	

OBJECTIVES	CONTENT
7. KNOW FACTORS INFLUENCING CLOTHING NEEDS	
7.1 Interprets the relationship between clothing needs and one's activities.	Varying clothing needs Factors influencing clothing needs One's activities Occupational variations Seasonal changes Climate Community customs
7.2 Recognizes the relationship between one's varying daily roles and clothing needs.	
7.3 Knows the relationship between occupation and clothing needs.	
7.4 Is aware of the influence of community customs on clothing needs.	
7.5 Is aware of the influence of climate on clothing needs.	
7.6 Is aware of the effect of seasons on clothing needs.	

LEARNING EXPERIENCES	EVALUATION	NOTES
Compile a chart listing the varying roles a person plays during a day or a week. For each role, suggest type of clothing needed. Check for duplication of types for various roles. Discuss the number of roles assumed during a week and how the roles assumed reflect clothing needs. Define occupation. Discuss the occupations that can be named by identifying clothing worn. Discuss the importance of suitable clothing within occupational areas. Locate pictures of clothing suitable for a particular season of the year. Describe ways to adapt the clothing to another season or seasons. Locate calendar pictures illustrating the four seasons. Discuss the effect of seasonal temperatures on clothing needs.	Plan activities for one week and list the articles of clothing needed to be appropriately dressed. Present one example of multi-seasonal clothing and explain how it can be suited to the season.	

OBJECTIVES	CONTENT
8. DEMONSTRATES METHODS FOR INCREASING WEARABILITY OF CLOTHES	
8.1 Is able to recycle clothes for new uses.	Recycling clothes: Updating through changing hemlines, sleeves and collars Select new accessories Dyeing clothes Convert outdated, worn or too small garment into a wearable item - e.g. sleeveless blouse from man's shirt, shorts from worn blue jeans

LEARNING EXPERIENCES	EVALUATION	NOTES
Conduct a "Reusable Contest". Boys can cut down pants to make shorts. Girls adapt clothing for themselves or others in their family. Tie-dye techniques can be used to convert a shirt into a decorative pillow.	Judge results of contest entries on usefulness of articles upon completion, creativity and neatness of work.	

OBJECTIVES	CONTENT
8.2 Recognizes the value of planning one's wardrobe for coordination and increased use of clothes	Coordination of wardrobe Inventory of present wardrobe All uses for each garment Possible combinations of garments Plan for completing wardrobe as necessary

LEARNING EXPERIENCES	EVALUATION	NOTES
Develop a wardrobe plan chart to facilitate easy inventory. List garments on hand and those needing repair. Suggest ways each garment can be used and combinations of garments. Make a list of clothes needed for maximum use of wardrobe. Observe a display of mix and match clothing articles. Count the number of different combinations that can be made. Cut out and make paper dolls to illustrat emixing and matching of clothes.	As an assignment, take a wardrobe inventory at home. List the items needed and be sure to recall the difference between wants and needs. Repair clothes as needed. Write a statement justifying items needed.	

OBJECTIVES	CONTENT
9. IDENTIFIES FACTORS INFLUENCING THE PURCHASE OF ITEMS FOR PERSONAL USE	
9.1 Recognizes the value of comparison shopping.	Basis for comparison shopping Survey of merchandise available Check of product value Price Service Guarantee

LEARNING EXPERIENCES	EVALUATION	NOTES
Select an article that might be purchased. Gather information from several types of stores comparing cost, quality, service given by the store, guarantees, label information, fit, durability, and fabric. Compare information and decide which one would be purchased. From local stores, acquire on loan clothes of varying quality levels for a comparison by the class.	Study the results and write a statement concerning the value of comparison shopping as to time involved and satisfaction with the decision.	

OBJECTIVES	CONTENT
9.2 Plans purchase before going shopping.	Shopping plan Determine actual need Ascertain amount of money available for purchase Decide on type of sale (cash vs. credit) Review purpose of purchase

LEARNING EXPERIENCES	EVALUATION	NOTES
Roleplay a situation of mother, daughter, and son going shopping. No definite objective or thought is given to the articles to be purchased and impulse and price govern purchases. Upon returning home, the result is duplication and nothing to match new purchases.	Select a purchase you might make and outline the procedure you would follow in actually purchasing the item.	
Discuss how a situation like the above can be avoided and what to do before the shopping trip.		
Discuss the importance of avoiding impulse buying by preparing a careful shopping plan.		

OBJECTIVES	CONTENT
9.3 Names types of available for shopping. 9.4 Knows services offered at stores.	Types of stores in which to shop Discount Mail order catalogue Department store Thrift store Specialty store Variations among types of stores Services Prices Quality Number of selections available Hours open Parking facilities Location

LEARNING EXPERIENCES	EVALUATION	NOTES
Define: consumer, discount store, thrift store, mail order catalogue, department store, specialty store	List stores available in your community. For each type, tell the kinds of services it offers.	
Create a bulletin board or posters illustrating the variety of stores available to consumers. Compare advantages and disadvantages of the stores.		
Divide into five groups to research or investigate and determine the following about each store: 1. Services offered 2. Advantages to consumer 3. Disadvantages to consumer 4. Location within community		
Visit several types of stores and compare differences and similarities.		

OBJECTIVES	CONTENT
9.5 Explains the advantages and disadvantages of buying from a door-to-door salesman.	Door-to-door salesmen Advantages Disadvantages Laws regulating sales contracts
9.6 Knows when buying used items can be a saving.	Used items State of repair Condition Cleanliness Fad vs. fashion Usefulness
9.7 Knows when buying items on sale can be a savings.	Sales vs. need Attractive price Quality Plan for purchasing items Quick decision Impulse buying Actual need

LEARNING EXPERIENCES	EVALUATION	NOTES
Roleplay a salesman coming to the door to sell a stereo. Discuss the points to consider in making such a decision and the recourse the consumer has if he changes his mind.	React to this statement: "Door-to-door sales should be outlawed since the consumer is always deceived."	
Visit a second-hand store or Good-Will store and check the articles for possible use. Determine cost of an item you would like and find a comparable item in a retail store. Compare the two selections and decide which choice would lead to greatest satisfaction.	Prepare a check list of factors to consider when purchasing used articles.	
Discuss "Are articles purchased on sale always a saving?"	Complete the following sentence: "Sale items are a saving when . . ."	

OBJECTIVES	CONTENT
10. IDENTIFIES THE IMPORTANCE OF BEING A COURTEOUS SHOPPER	
10.1 Describes courtesies extended toward clerks who serve the public.	Courtesies expected of shoppers Obey the rules of the store Read signs Wait for your turn Handle merchandise carefully Consider feelings of sales persons and other customers
10.2 Knows behavior to expect from a sales person.	Behavior expected from sales people Prompt attention Attempts to locate desired merchandise Concern for needs of customers Answers questions courteously
10.3 Describes courtesies extended toward other customers.	
10.4 Is aware of courteous behavior expected when shopping.	

LEARNING EXPERIENCES	EVALUATION	NOTES
Divide into groups and present these skits: Courteous salesperson and complaining customer Courteous salesperson and courteous customer Inefficient salesperson and courteous customer Sassy salesperson and complaining customer New salesperson and courteous customer Analyze results of each skit and devise two checklists: courteous customer and courteous salesperson.	Complete the following statements: A courteous customer will . . . While I am shopping, a good sales clerk will . . .	

OBJECTIVES	CONTENT
10.5 Knows the responsibilities of teenagers as consumers.	Responsibilities of teenagers as consumers Legal rights and responsibilities Courteous behavior patterns Attention to information on labels "Window shopping" vs. buying Eating in stores Barefeet Appropriate dress for shopping Handling of merchandise Shop lifting

LEARNING EXPERIENCES	EVALUATION	NOTES
Invite a law official as a guest to discuss current problems faced by stores and law officials caused by shop lifting. Determine personal values concerning shop lifting and stealing.	Write a news article for a teenage column outlining acceptable shopping behavior.	
Support values by planning a school information campaign dealing with legal, economical, social and psychological ramifications of shop lifting.		
Make posters, write articles for the school newspaper, and/or make a bulletin board.		
Discuss the legal responsibilities of teenagers making a purchase.		
Make posters depicting appropriate and inappropriate dress for shopping.		
Describe a pleasant experience you have had while shopping, an unpleasant experience. Analyze factors that made the difference.		

OBJECTIVES	CONTENT
10.6 Illustrates consideration for merchandise in the store.	Consideration for merchandise Buying vs. looking Opening packages Separating items to be sold together Trying on for size Handling merchandise with care Relationship of price to handling merchandise by customers
11. ANALYZES THE IMPORTANCE OF INFORMATIVE LABELS	
11.1 Differentiates between a care label and a "brand name" label.	Labels on clothing Information given Permanently attached vs. temporarily attached Attractive vs. useful
11.2 Knows the importance of reading labels in clothing.	

LEARNING EXPERIENCES	EVALUATION	NOTES
Invite a manager or owner of a store to class to discuss a consumer's responsibilities while shopping.	Write a letter to a younger brother or sister telling him why he should be careful in handling merchandise while shopping.	
Demonstrate ways of examining clothing for quality so as not to be destructive.		
As a group, create a check list to help in checking clothes for construction and quality.		
Discuss ways the handling of merchandise by customers affects its cost, and how people feel about purchasing merchandise that is soiled or "shop-worn."		
Collect labels, analyze information given Evaluate the effectiveness of information presented on labels.	Compare two labels and tell why one is more effective than the other.	
Divide labels into two groups: attractive or useful.		

OBJECTIVES	CONTENT
11.3 Lists information needed on an informative label.	Information on clothing labels Size Fabric description Name of fiber and % of each fiber Kind of finish used Care instructions Brand name or trade mark Cost Manufacturer's name and address
11.4 Distinguishes between an informative label and a non-informative label.	
11.5 Knows the procedure for acquiring care labels for fabric purchases.	Labels for fabric purchases Care information provided Request from sales clerk Attach in completed garment
11.6 Knows a method of attaching a care label to constructed clothing.	
11.7 Knows procedure for submitting a complaing about garment performance related to label claims.	Label claim Garment performance

LEARNING EXPERIENCES	EVALUATION	NOTES
Make a "label tree" bulletin board, with characteristics of informative labels written on the trunk of the tree and branches and examples of informative labels as leaves on the tree. Discuss differences between informative and non-informative labels.	Draw a label for a pretend garment with all the essential information on it.	
Take a field trip to a fabric store. Illustrate the importance of asking for labels and the method of determing correct label to ask for. Demonstrate the procedure for attaching care label to clothing Each student attach a care label to their garment.	Complete the statement "It is important to request care labels when purchasing fabric because . . ."	
Rehearse language to be used in explaining garment failure. Role play customer vs. salesperson when complaining about failure to perform as label claimed.	Draw conclusions concerning way to get retribution for failure of garment to perform as claimed.	

OBJECTIVES	CONTENT
12. UNDERSTANDS THE IMPORTANCE OF PERSONAL FINANCIAL MANAGEMENT	
12.1 Defines a financial plan.	Financial Plan Record of money acquired, spent, and saved
12.2 Plans the distribution of earnings to meet needs and wants.	Emergency fund Plans for future use of money
12.3 Designs a financial plan to meet personal needs and wants.	

LEARNING EXPERIENCES	EVALUATION	NOTES
Define: Financial Plan	Using creativity and determining wants, needs and earnings, devise a personal financial plan.	
Discuss how to always have enough money for all of the things one would like to do and a possible way of being able to have nearly enough money for everything within reason.		
Keep a running account of all moeny spent for one week. (A daily check can be made). Place an "N" next to need, a "W" next to want.		
Record money acquired and saved. Analyze spending patterns and determine how efficiently money available is being used. Discuss ways to use money more effectively to fulfill both wants and needs.		
Invite a bank representative to class. Share with him the financial records being kept. Ask him to share some of his record keeping methods with you. Discuss why it is important to keep such records.		

OBJECTIVES	CONTENT
12.4 Discover opportunities for earning money.	Opportunities for acquiring money in most communities Baby sitting Mowing lawns Caring for gardens Caring for animals while neighbors are on vacation Shoveling snow Washing cars Household jobs and errands Allowances Holidays and gifts Savings bank interest

LEARNING EXPERIENCES	EVALUATION	NOTES
Discuss the opportunities for earning money. Play game called "20 Questions". A panel of students think of jobs others in class can do. "Audience", taking turns, asks questions of panel relating to jobs until the job is guessed.	Write a code of ethics for a teenage worker. Compile a list of jobs available in the community and indicate person to contact for the job, hours, and pay.	
Interview potential employers to determine attitudes toward teenage workers.		
Devise a list of responsibilities of an employed teenager to his employer. Devise a list of employer responsibilities to teenagers.		
Organize a teenage job bureau which provides opportunities for teenagers to earn money and adults to get help for household work (both indoors and outdoors).		

RESOURCES FOR CONSUMER EDUCATION AND MANAGEMENT

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Consumer Care Guide for Apparel

Consumer Educational Series Book I, Ginn and Company, A Xerox Company, Boston, Massachusetts 02117.
Dress Well for Little Money

Consumer Information Services, Dept. 703-Public Relations, Sears, Roebuck and Company, Chicago, Illinois 60611.
Consumer Education in an Age of Adaptation

Consumer Product Information Center, Washington, D.C. 20407.
Consumer Product Information

Proctor and Gamble Company Teaching Aids, P.O. Box 599, Cincinnati, Ohio 45201.
Home Care

FILMS

Audio Visual Center The University of Connecticut	*Why Budget?* (1954 - 10 mins.) *Your Thrift Habits* (1965 - 11 mins.)

PERIODICALS

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Forum. (*Forum* is published twice a year by the Educational Relations Department of J. C. Penney Company as a source of information for educators and is distributed by the managers of J. C. Penny Stores. Any educator may have a copy by contacting her nearest Penney manager and asking for this and other educational aids.) J. C. Penney Company, Inc., Educational Relations Department, 1301 Avenue of the Americas, New York, New York 10019.

OBJECTIVES	CONTENT
1. IDENTIFIES BASIC HEALTH MAINTENANCE CONCEPTS	
1.1 Recognizes the relationship of a clean, orderly home to safety and health.	The promotion of physical and mental health in the home Cleanliness Orderliness Maximizing social and emotional adjustments of family members ("emotional climate")
1.2 Identifies the chief deterrents to functional adjustment levels and adequate mental health.	
1.3 Determines habits promoting physical and mental health among family members.	Health habits - physical and psychological Family Personal
1.4 Analyzes one's own health habits.	
1.5 Practices good health habits.	

LEARNING EXPERIENCES	EVALUATION	NOTES
Define health, both physical and mental. Research laws affecting home safety. Interview (or use video or audio tape) various community health workers about their experiences related to family health	Develop an attitudinal scale designed to help self-evaluate one's own real commitment to the maintenance of health.	
Identify contributing factors for good health, both physical and mental. Buzz sessions: Reasons for health problems in teens.	Produce a list or create a poster, filmstrip, comic strip, or other visual depicting common hazards to good physical and mental health.	
Survey nutrition practices of students in school. Make posters for cafeteria encouraging adequate nutritional choices.	Make a personal checklist of health habits. Make plans for improvement.	

OBJECTIVES	CONTENT
1.6 Selects leisure time activities which promote health and happiness.	Leisure activities Importance of developing some interest in individual sports while still in school as opposed to organized team sports.

LEARNING EXPERIENCES	EVALUATION	NOTES
Survey leisure activities families enjoy together. Select an individual sport and research ways of gaining proficiency in it, equipment needed, costs, availability, and other such pertinent information. Analyze own use of leisure time.	Write a paper telling how leisure activities promote mental and physical health. Produce an oral or written report on local or nearby community recreational programs and facilities. Give a report on an individual sport. Self-evaluate own leisure time activities according to criteria set up by the class.	

OBJECTIVES	CONTENT
1.7 Selects suitable first aid supplies for the home medicine cabinet.	Supplies meet medical and first aid needs of family members Size of family Ages of children Probability of ailments Special medication needs Items for a family with growing children Aspirins (adult and children's) Absorbent cotton Assortment of adhesive bandages Rubbing alcohol Thermometer Petroleum jelly Enema set Ice bag Hot-water bottle or heating pad 2 oz. bottle of syrup of ipecac (to use as emetic for accidental poisonings) Current prescribed drugs and medications A list of emergency telephone numbers taped to medicine cabinet door or on wall near telephone Factors concerning medications Discard outdated medications Safety containers Flavored medications

LEARNING EXPERIENCES	EVALUATION	NOTES
Select items from a collection of actual bottles and packages for a family medicine chest and justify selections. Select a family first aid kit for travel and justify selection of articles and container.	Assemble a first aid kit to be used in family car.	

OBJECTIVES	CONTENT
1.8 Is aware of the use of drugs, including alcohol and tobacco.	Drug use and abuse Legal Illegal Sources of help
1.9 Identifies illegal drugs used by some people.	Various toxic substances widely used
1.10 Knows the symptoms and effects of drug abuse.	
1.11 Locates sources of help for drug users.	
1.12 Is aware of health laws which protect the family.	Laws which protect family health Pure Food and Drug Act Federal and local sanitary codes Household pets Products and labels Quackery

LEARNING EXPERIENCES	EVALUATION	NOTES
Invite a speaker from the local health clinic to discuss drugs, alcohol, and tobacco.	Suggest guidelines on drug use. Tape a pretest on knowledge of abuse of toxic substances.	
Create a filmstrip or other visual or audio teaching aid on drug use and abuse. Display aids.		
Analyze current published statistical reports on toxic substance usage; identify trends.		
Survey health facilities and services within the community; visit selected facilities.	From case studies, make recommendations to potential consumers.	
In committees or independently, study the ecological factors affecting health in the community.		
Read case studies describing victims of unlawful substances or practices. Collect related news items and note their frequency.		

OBJECTIVES	CONTENT
2. PRACTICES INDIVIDUAL AND FAMILY SAFETY	
2.1 Defines home safety practices.	Family safety Hazards and home accidents Age groups
2.2 Recognizes sources of possible danger.	Rooms Seasons Accident prone vs. safety conscious family members

LEARNING EXPERIENCES	EVALUATION	NOTES
Define home safety. Make a checklist of hazards at home and in the home economics room(s). Collect clippings of home accidents. Discuss how these could have been prevented. List potentially dangerous chores. Role play a few. Devise a plan for helping children and adults in the home toward safety consciousness.	Make a home safety checklist. Generalize safety principles using a collection of newspaper clippings.	

OBJECTIVES	CONTENT
2.3 Identifies safety practices outside the home.	Safety outside the home Recreational apparatus and its safe use Automobiles Home care apparatus and its safe use
3. USES EFFECTIVE METHODS OF COPING WITH ILLNESS	
3.1 Recognizes signs of illness.	Care of the ill Signs of illness Communicable diseases vs. organic diseases and their typical symptoms Chronic illness Immunization programs

LEARNING EXPERIENCES	EVALUATION	NOTES
Buzz session: To hitchhike or not to hitchhike? Invite local snowmobile and other dealers to demonstrate recreational equipment safety. Complete a story-writing, sentence completion or other exercise to encourage expression of likely consequences of apparatus usages. List apparatus used in care of outside of home and its surroundings; e.g. ladders, lawn mowers. For each item, cite safety procedures to follow in its use.	Devise an attitudinal scale or questionnaire to self-evaluate own feelings about hitchhiking and other automobile-related safety practices. Make a poster depicting safe use of home care apparatus.	
Read about signs of illness.	Compile guidelines of signs of illness.	

OBJECTIVES	CONTENT
3.2 Knows simple nursing techniques.	Nursing techniques Taking temperatures Bedmaking Bandaging Poisoning and emergencies Usual diet restrictions for typical childhood diseases and colds
3.3 Is aware of the importance of following doctor's orders.	Routines for administering medication Facilitating dietary recommendations

LEARNING EXPERIENCES	EVALUATION	NOTES
Read about home nursing techniques. Watch demonstration on taking temperature. Make beds for comfort. Practice bandaging.	Take a practical test on home nursing techniques.	
Locate agencies available for poisoning and other emergencies.		
Propose routine for the care of a sick child. Propose and prepare a suitable meal for a sick child or adult. Collect a kit of suitable games and other diversions for a sick child.		
Propose safety procedures and a routine for administering medications and following other orders.	Assess quality of proposed routines and procedures.	

OBJECTIVES	CONTENT
3.4 Is sensitive to the emotional strain of those chronically ill.	Real vs. malingering illness Problems of chronic illness
3.5 Provides activities which contribute to the comfort and convalescence of the patient.	Comfort for the convalescent
3.6 Is aware of one's own attitude toward ill or handicapped people.	Historical, current, and/or literary examples of usual attitudes toward the ill or the handicapped. Projection and hostility Possiblity of unconscious perceived threats to own security Compassion and empathy Positive attitudes and action Sympathy and over-protectiveness

LEARNING EXPERIENCES	EVALUATION	NOTES
Role play people having malingering or a real illness. Discuss which is which	Write a story, comic strip, or otherwise express projected feelings of the chronically ill.	
Role play a chronically ill person facing a typical household or everyday problem.		
Make an article to comfort and cheer a patient in a selected age group.	Evaluate the effectiveness of gift to patient.	
Prepare a meal suitable for a special diet.	Self-evaluate the impact of the sickroom visit or institutional visit on own attitudes toward the ill or handicapped.	
Visit a sick person or an institution for the ill or aged and report on it.	Complete an attitudinal scale or questionnaire to self-evaluate own attitudes toward the ill or handicapped. (Could be use as a pretest, a posttest, or both.)	

OBJECTIVES	CONTENT
4. IS AWARE OF THE FINANCIAL COST OF ILLNESS	
4.1 Is aware of hospital costs	Price of an average hospital stay as expressed in national, state, and local statistics
4.2 Is aware of home costs	Preventative medicine
4.3 Is aware of insurance costs	Extended costs of illness Likely costs of industrial accidents
	Relative costs of medical insurance and Workman's Compensation plans

LEARNING EXPERIENCES	EVALUATION	NOTES
Conduct a simplified cost-benefit analysis of preventative vs. remedial medical care: identify factors, assign dollar amounts and calculate human costs not apt to be measurable in dollars. Typical situations such as: losing workdays or using "sick time" days to prevent long-term illness; vacation costs vs. illness costs.	Complete one of the following: "It is better to take care of my health and plan not to get sick and thus save the money for health insurance because . . ." or "It is better to have health insurance and thus plan for unexpected medical expenses because . . ."	
Using typical or simulated worksheets, calculate the cost of a hospital stay for a typical condition or situation, (e.g. appendectomy) usually covered by medical insurance.		

OBJECTIVES	CONTENT
5. RECOGNIZES OPPORTUNITIES IN HEALTH CAREERS	Opportunities in health careers Nature of "people service" Careers in medicine and related fields Career ladders and training required in medical fields Potential job market in the 1990's

LEARNING EXPERIENCES	EVALUATION	NOTES
Visit work sites; participate in a "shadow" visitation program.	Report to class on experiences had in visiting "on the job" health workers.	
Read stories and autobiographies of people in selected health careers or jobs of interest.	Self-evaluate in a small group counseling or other session the impact of various experiences on your present career preferences.	
Work with simulation materials designed to allow you to "try out" various medical job tasks.	List health cure occupations you might be interested in pursuing. For each one, indicate preparation needed and personal qualities needed.	

RESOURCES FOR FAMILY HEALTH AND SAFETY

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TEEN HORIZONS AT HOME AND SCHOOL, New York: MacMillan Company, 1970.

FILMS, FILM STRIPS, AND KITS

Films

Audio Visual Center The University of Connecticut Storrs, Connecticut 06268	First Aid Now (28 min., 1968) Help Prevent Fires (12 min., 1966) Safety on the Street (11 min., 1970) Without Warning (15 min., 1970) Your Protection Against Disease (8 min., 1965)
Bailey 6509 DeLongpre Ave. Hollywood, California	L.S.D. Insight or Insanity (18 min.) Marijuana (32 min.)
Carousel 1501 Broadway, Suite 1503 New York, New York 10036	The Losers (31 min.)
Gargano Prod. 18934 Wyoming Ave. Detroit, Michigan 48221	What Time is it Now? (15 min.)
McGraw-Hill Book Company, Inc. Text Film Department 330 West 42nd Street New York, New York 10018	The Hippie Temptation, Part I and II (51 min.) The Profile of a Problem Drinker (27 min.)
Motion Picture Films Assn. 1559 Santa Monica Blvd. Los Angeles, Calif. 90025	Alcohol and the Human Body Beyond L.S.D. (25 min.) Fight or Flight? L.S.D. - A Trip to Nowhere
Professional Arts Inc. Box 8484 Universal City, Calif.	L.S.D. - 25 (27 min.)
Project Learn Island Ave. School Madison, Conn. 06443	I Owe You Nothing Marijuana People Who Fight Pollution

Film Strips

McGraw-Hill Book Company, Inc. Text Film Department 330 West 42nd Street New York, New York 10018	Dressings and Bandages Used in First Aid First Aid in Common Medical Emergencies How's Your House

Film Strips Continued

	The Use of Artificial Respiration in First Aid Transportation of the Injured Drinking, Drugs and Driving (1962)

Kits

D. C. Heath and Company Boston, Massachusetts	Alcohol Drugs

OBJECTIVES	CONTENT
1. MAKES NUTRITIONALLY SOUND AND SATISFYING FOOD CHOICES	
1.1 Recognizes factors which influence food preferences. 1.2 Identifies source of personal food preferences.	Food preferences are influenced by personal and social factors such as: Individual tastes Peer influence Family preferences Advertising through mass media Introduction of new products Introduction of new information Personal experiences Background Nationality Geographical location of home Religion Home situation Reward or punishment Illness Taste and aroma Unfamiliar food flavors, foods, and methods of preparation Family food patterns Fads and fallacies Health foods

LEARNING EXPERIENCES	EVALUATION	NOTES
Classify a list of foods as to "like", "dislike", "indifferent to", or "never tasted". Use this list to prepare some foods never tasted and to prepare variations of foods commonly disliked. Prepare special holiday food or treats. Have a taste party. Bring to class samples of 2 favorite foods of each member of the family. Discuss why they are favorite. If several in family have the same favorite, decide why. Read advertisements about mineral and vitamin products, health books, reducing pills, and health foods. Consider the kind of promises they make. Read for "magic" words. Evaluate according to nutritional information. Determine the facts contained in the ads. Bring to class advertisements of foods tried because of advertising. Compile lists of foods according to national and regional source. Analyze factors that influence preferences.	Write an evaluation of representative ads and commercials. Write an informative ad for a favorite food. In groups, write and perform an ad for a TV commercial depicting the nutritive value of some food. Write and put on original puppet skits portraying food fads and fallacies. Make bulletin board maps of the world and the United States Locate foods typical of areas on the maps.	

OBJECTIVES	CONTENT
1.3 Lists factors involved in meeting daily food needs. 1.4 Recognizes the use of the Basic Four Food Groups in making food choices.	Individual food needs are based on: Age Activities Physical make-up Health Inherited characteristics Sex All age needs should be considered in planning meals Food habits can be improved through meal planning Basic Four Food Groups provide a simple plan for meeting daily nutritional requirements Meat group - 2 or more servings Milk group - 2 or more servings depending on age Vegetable - Fruit group - 4 or more servings Bread - Ceral group - 4 or more servings

LEARNING EXPERIENCES	EVALUATION	NOTES
In groups, discuss possible differences in food needs. Use personal observations to analyze differences Mounted pictures depicting factors involved in needs can be used as "mind joggers". Report to class and list factors on board or flannel board. Prepare wall chart of Basic Four Food Group. Bring pictures of a variety of foods. Classify according to food group on wall chart. Analyze and evaluate a one-day food intake using food groups as a guide. Decide what foods need to be eaten to have a balanced diet. Using food models, choose the following meals: Breakfast Lunch Dinner Snacks Decide if, when combined, choices meet daily food requirements. Discuss how substitutes can be used to save money or meet particular food preferences. Consult with cafeteria manager con-	Construct mobiles of the Basic Four Food Groups. Given a list of foods, classify according to the 4 food groups. Consult cafeteria lunch menus for a week. Plan the other meals of each day to meet nutritional requirements.	

LEARNING EXPERIENCES	EVALUATION	NOTES
cerning meal specifications and cost guidelines followed in planning school lunches. Plan menus for one week and survey students on reactions to these meals.		

OBJECTIVES	CONTENT
2. KNOWS BASIC PRINCIPLES OF NUTRITION	
2.1 Recognizes the relationship of good nutrition to personal appearance and well-being.	Food makes a difference in appearance Skin Hair Figure Posture
	Food makes a difference in performance Energy Learning ability Physical activity Vitality
	Food makes a difference in personality Out-going vs. quiet or withdrawn Happy vs. sad or moody Alert Fun to be with

LEARNING EXPERIENCES	EVALUATION	NOTES
Invite school nurse or dietitian to speak to class and answer questions about the relationship of nutrition to health.	Check self-analysis plan daily.	
Invite school coaches or physical education teachers to speak on the subject of training diets.	Write a report on the outcome of diet plan.	
Create a display of foods directly related to improvements of skin, hair, figure, posture, energy, and vitality. Discuss the relationship of foods to personal appearance and well-being. Do a self-analysis. Determine what needs improvement and foods that need to be added to the diet to aid in reaching selected goals. Plan a diet which will include these foods and follow it for two weeks.	Make collage of pictures of people deprived of food.	

OBJECTIVES	CONTENT
2.2 Knows nutrients basically supplied by each of the food groups. 2.3 Knows calorie and nutritive value of common foods.	Nutrients Essential substances in food for: Building and repairing body tissue Regulating body processes Providing energy Major categories Fats Carbohydrates Protein Minerals Vitamins Nutrients supplied by each of the food groups Milk group Protein Vitamins Minerals Fats Carbohydrates Meat groups Protein Vitamins Minerals Fats Vegetable-Fruit group Vitamine Minerals Carbohydrates Bread and Cereal group Protein Minerals Vitamins Carbohydrates

LEARNING EXPERIENCES	EVALUATION	NOTES
Discuss the nutrients found in each of the Basic Four Food Groups and the specific contributions of nutrients to body functioning. Using food models or cutouts, categorize according to major nutritive contribution. Construct a Food Value Wheel for the bulletin board.	Record food intake for one day. Analyze to see which nutrient needs are met and which are not. Suggest ways all needs might have been met. Relate to the Basic Four Food Groups.	

OBJECTIVES	CONTENT
2.4 Knows nutrients and their basic function.	Basic function of nutrients Proteins Carbohydrates Fats Minerals Vitamins Water
2.5 Recognizes own daily food intake in terms of body needs.	Daily food intake Computing calorie requirement Weight timesnumber of calories per pound for age and sex 13-15 year old girls: 24 to 29 13-15 year old boys: 29 to 31
2.6 Recognizes value of choosing snacks as a part of daily food plan.	Snacks Contribution to daily food requirement "Empty calorie" snacks Cost vs. nutritive value Convenience foods as source for snacks Factors to remember in choosing snacks Other foods eaten during the day Time of day snacks eaten Cost Time available to prepare and eat snacks

LEARNING EXPERIENCES	EVALUATION	NOTES
Have a book scavenger hung. Groups of students are given a list of nutrient functions. From resource bookshelf each group "hunts" for the appropriate nutrient. As each nutrient is found, its name is placed next to the function on the board.	Nutrition Function Bee. Teams compete in spelling bee fashion using nutrients and their functions as questions.	
Discuss calories and list the factors that influence the differences in calorie requirements.		
Compute daily calorie needs. Keep a record of food eaten for one day and, using calorie chart, compute the total number of calories for that day. How does intake compare to computed calorie needs?	Record food intake for a week. Compute calorie intake for each day. Subtract calorie intake derived from snacks from each daily total. What did snacks contribute to daily nutritional and caloric needs?	
Using a calorie chart, find the calorie content of a list of common foods. What foods are high in calories? What foods are low? How can this information be used to adjust calorie intake? Why are people so concerned with calories?		

LEARNING EXPERIENCES	EVALUATION	NOTES
Working in groups, draw the name of a nutrient. Plan and prepare a snack that is a good source of that nutrient. Compute the calories for one serving of the snack. Plan a snack menu appropriate for special occasions. Estimate the amount of money spent each week on snacks. What food value is derived?		

OBJECTIVES	CONTENT
2.7 Selects nutritionally sound and appealing snacks and meals for family and friends.	Factors to consider in planning snacks and meals: Foods that are plentiful or in season Needs and preferences of individuals to be served Time allotted to meal preparation and service Occasion Money available in food budget Factors which contribute to "eye" appeal and taste appeal Color Size and shape Flavors Preparation Temperature Texture Menu writing List in order of serving Include type of preparation
3. MANAGES WORK IN THE KITCHEN EFFICIENTLY AND SAFELY	
3.1 Formulates guidelines for safety and sanitation in working with food.	Using safe procedures At the range At the cupboards With electric appliances With hand tools and equipment Using sanitary procedures In food preparation In clean-up

LEARNING EXPERIENCES	EVALUATION	NOTES
Plan meals for a specific occasion within a specified amount of money. Discuss all the factors considered when making choices. Find pictures of meal planned and analyze as to eye and taste appeal. Write the meal in menu form.	Devise a checklist to use in analyzing meal plans.	
Discuss safety and cleanliness in the kitchen. Develop a checklist of cleanliness and safety to use in the kitchen.	Make posters depicting safety in the kitchen. Place on bulletin boards (either in home economics room or school entryway).	
Outline factors to remember when washing dishes.		
Demonstrate the safe way to use small equipment.		

OBJECTIVES	CONTENT
3.2 Recognizes the importance of cooperation and sharing of responsibility. 3.3 Takes responsibility in the total group effort.	Saving time and energy through cooperation and sharing of responsibility Be ready for class as soon as it begins Know the plan for the day and your job Begin promptly Preparing a plan of work with the group Be willing to rotate all the jobs in the plan Be sure all duties are included in the plan Decide who will do each job Include a time schedule Provide time for adequate clean-up
3.4 Uses work saving ideas to save time and energy.	Factors to consider in order to save time and energy Using a work plan Reading recipe through before starting work Assembling needed equipment before starting work Assembling ingredients before starting work Using a tray to carry equipment and ingredients Keeping work areas neat and orderly Cleaning up spills as they occur Planning to dovetail work Rinsing and stacking utensils as you finish using them Keeping peelings and garbage in a container for easy disposal Turning on oven before mixing Using measuring cups and spoons for dry ingredients before liquids Putting things away in the right place

LEARNING EXPERIENCES	EVALUATION	NOTES
Present practical problems related to sharing responsibilities for oral response: "What would you do if?	Prepare a list of guidelines for use in making a workable plan of work.	
Using case studies of groups of students planning specific meals, make a plan of work which allows meal to be prepared and served within the class period.		
Two groups prepare the same unfamiliar recipe. One group follows guidelines for saving time and energy, the second prepares food with no guidelines. Discuss the results of the two preparations. What are the advantages of working in a methodical way? Were time and energy saved? What specific factors did the guideline group use that were not used by the other group?	Evaluation through class discussion. Informal observation of group work.	

OBJECTIVES	CONTENT
3.5 Uses sanitary and efficient dishwashing techniques.	Dishwashing techniques Scraping Soaking Maintaining water temperature Washing in order Rinsing Drying Cleaning sink, table, countertops and stove Using a dishwasher Following manual Cleaning sink, table, countertops and stove
3.6 Chooses the appropriate equipment for the job.	Choosing appropriate equipment Save time and energy Affect the quality of the food product Make the job safer Lengthen the life of the equipment

LEARNING EXPERIENCES	EVALUATION	NOTES
Discuss techniques to follow in washing dishes. Consider why these factors are important.	Informal observation of clean-up.	
Demonstrate the procedure to follow in washing dishes. Load dishwasher and wash dishes. Discuss the advantages and disadvantages of each method.		
Invite a speaker from local Health Department to discuss importance of sanitation in food preparation.		
Look at a variety of kitchen tools arranged on a tray. When tray is removed, write down names of tools remembered. Learn namesof tools not identified.	Each student select a slip of paper giving a specific job to be done. Select the appropriate equipment and tell how it would be used.	
Select tools used for specific food preparation tasks such as paring, beating, mixing, sifting, cutting, and rolling. Classify tools into two categories: essential and convenient but not essential. Indicate which tools might have a dual purpose. Compute the cost of equipping a kitchen with both convenient and essential tools.		

OBJECTIVES	CONTENT
3.7 Cooperates with group in preparing work plan.	Work schedule includes Jobs for each group member Time schedule Procedures Supplies needed
4. RECOGNIZES THE RELATIONSHIP OF EFFICIENT STORAGE TO ECONOMY OF TIME, ENERGY AND MONEY.	
4.1 Recognizes importance of an equipment storage plan.	An equipment storage plan is important to save time and money Utensils used together are stored together
4.2 Outlines equipment storage for efficiency of use in preparation.	Utensils are stored at point of first use Work centers are formed where equipment is used and stored
4.3 Selects work areas for convenience and efficiency.	Planning Mixing Food preparation Cooking and serving

LEARNING EXPERIENCES	EVALUATION	NOTES
Develop a work schedule plan that will be used for food preparation classes.	Analyze use of work plan in food preparation labs.	
Make a list of needed equipment for a specific preparation. Discuss where these pieces of equipment should be placed. Move five pieces of equipment to an unusual place in a one-unit kitchen. Leave them in the appropriate place in another kitchen. Two girls perform identical tasks at the same time in the two kitchens. Half of class trace steps with string on large drawing of kitchen of one girl while other half follow the movements of the other girl. Compare the length of the two pieces of string. Discuss why equipment should be kept in the appropriate place.	From a list of equipment used in the kitchen, write the name of each item in columns under appropriate work center. Choose one center and tell why equipment was placed in that center.	

LEARNING EXPERIENCES	EVALUATION	NOTES
Provide groups with a list of equipment. Decide appropriate work area for storage and preparation, cooking and serving. Discuss prepared lists and cite advantages and disadvantages of storing where first used.		

OBJECTIVES	CONTENT
4.4 Knows food storage procedures. 4.5 Recognizes the relationship of food storage to appearance, food value, and flavor. 4.6 Recognizes the relationship of food storage to food budget.	Adequate food storage saves money and food value Method of protecting food for storage Waxed paper Aluminum foil Plastic wrap Freezer paper Covered containers Package food is bought in Storing food In refrigerator In freezer On shelves Storing left-overs Highly perishable Perishable Stable

LEARNING EXPERIENCES	EVALUATION	NOTES
Demonstrate foods that have been properly and improperly stored. Discuss results of improperly stored food. Analyze why time and energy are saved when food is conveniently stored. Demonstrate appropriate storage of food during food preparation.	Given a list of groceries, indicate how and where each item would be stored.	
Place food models in correct area on a large drawing of a refrigerator. Compare the temperature and moisture differences within a refrigerator.		
Select pieces of uncooked chicken and pieces of cooked chicken and store using several different wrappings such as: waxed paper foil plastic wrap covered container original wrapping (uncooked only) After three days, analyze quality of chicken. Decide which covering provides the best protection for cooked and for uncooked chicken. Discuss whether the same would be true for all foods.		

OBJECTIVES	CONTENT
5. USES BASIC KNOWLEDGE AND SKILLS IN FOOD PREPARATION	
5.1 Knows procedures for measuring ingredients accurately.	Methods for measuring ingredients accurately Standard measuring utensils Dry measuring cup Liquid measuring cup Graduated measuring cups Measuring spoons Equivalent substitutes Procedures for measuring Measuring dry ingredients Difference between "sifted four" and "flour, sifted" Measuring liquid ingredients Measuring shortening Difference between "melted shortening" and "shortening, melted"

LEARNING EXPERIENCES	EVALUATION	NOTES
Demonstrate the measuring of 1 tablespoon and 1 cup of each of these ingredients: water brown sugar shortening white sugar Discuss which measuring utensils are most appropriate for measuring liquids and which for dry ingredients.	Each student is given a list of ingredients to measure including dry and liquid ingredients.	
Measure 1 cup of flour without sifting it. Level the top with a straight-edged spatula Using this cup of flour, sift it and measure the amount again. Is there more or less flour this time? Why? Discuss when presifting is important and the newer recipes with adjusted proportions for non-sifted flour.		
Measure shortening in graduated measuring cups and using the water displacement method. Discuss the advantages and disadvantages of each method.		

OBJECTIVES	CONTENT
5.2 Identifies cooking terms used in recipes.	Cooking terms used in recipes e.g. simmer poach bake stew saute sear low heat parboil steam scald fry broil
5.3 Describes common food mixing terms.	Mixing terms used in recipes e.g. stir blend fold in cut in sift together cream
5.4 Interprets common abbreviations used in recipes.	Abbreviations used in recipes e.g. tsp. lb. tbsp. oz. t. pt. T. qt. C. sq.

LEARNING EXPERIENCES	EVALUATION	NOTES
Show recipe transparencies for a variety of recipes. Find answers to the following questions: What general information is given? Which terms are used in two or more of the recipes? What cookery terms are used? What abbreviations need to be understood? Make a list of terms and abbreviations that are unfamiliar. Write a description or meaning of each of these and keep it for a reference. Choose two from the list and demonstrate or give explanation to the rest of the class.	Select a recipe for a simple food product. List the ingredients telling meaning of abbreviations and how each would be measured. Write a step by step outline of the procedure to be followed in preparing the food product.	

OBJECTIVES	CONTENT
5.5 Interprets directions given in recipes.	Using recipes Information given in recipes Ingredients Directions for mixing or combining ingredients Directions for cooking Way to serve the food Procedures to know in order to use a recipe Selecting ingredients Measuring ingredients accurately Following the method for mixing the ingredients Following the cooking directions Understanding the abbreviations used
5.6 Knows common measuring equivalents	Common measuring equivalents dash = less than 1/8 tsp. 3 tsp. = 1 tbsp. 16 tbsp. = 1 cup 1 cup = 1/2 pint 2 cups = 1 pint
5.7 Knows substitutions that are safe.	Safe substitutions All purpose flour for cake flour Flour for cornstarch Baking soda for baking powder Sweet milk for sour milk or buttermilk Cocoa for unsweetened chocolate square

LEARNING EXPERIENCES	EVALUATION	NOTES
Each kitchen unit select a recipe from a newspaper, magazine or cookbook that would be a good one for a beginner to use. Prepare it in class.	Use a checklist to observe preparation procedures. Check both group and individual behavior as possible.	
Prepare a table of equivalents for a wall chart, transparencies, or a flannel board. Cover up one side and supply the missing equivalent. Prepare a chart of safe substitutes and tape it on the inside cupboard in the kitchen.	In a given recipe, one selected ingredient is unavailable. Decide what to use as equivalent, how much is needed, and what effect it might have on the final product.	

OBJECTIVES	CONTENT
5.8 Recognizes the usefulness of convenience foods.	Convenience foods save time and energy Types of convenience foods Dried Frozen Canned Packaged Ready-to-eat Freeze-dried Factors to consider in usefulness Fresh foods on hand Quality of product Comparative costs Cooking skill Available time for preparation Amount of storage space Family preference

LEARNING EXPERIENCES	EVALUATION	NOTES
Bring to class pictures or labels from convenience foods. Arrange a bulletin board display of convenience foods. Survey class for convenience foods most commonly used at home. In committees, compare costs of homemade and convenience food. Note times when convenience foods might be less expensive. Set up a comparison cooking lab. Using two kitchen units, one unit prepare convenience food while the other unit makes a comparable homemade product. Rest of class observe and record time, cost, and motions made as well as the quality of the product.	Review case studies of three families with differences in income, size of family, time available for food preparation, age of family members, number of family members working outside the home, and storage space available. (e.g. newly married couple living in a mobile home, family of four in middle income level, family of four with mother and father both working full time.) Decide whether or not each family might decide to use convenience foods, which ones they might use, and give reasons for choices.	

OBJECTIVES	CONTENT
5.9 Recognizes a variety of ways of preparing specific foods. 5.10 Prepares foods in each of the Basic Four Food Groups. 5.11 Prepares simple meals.	Preparation of foods using the Basic Four sequence Milk group Bread and Cereal group Fruit and Vegetable group Fruits Vegetables Meat group Factors to consider in preparing foods Nutritive value Contribution to diet Availability in market place Preparation required Selection Ways of serving Care and storage

LEARNING EXPERIENCES	EVALUATION	NOTES
Visit a supermarket. Before the trip, decide what things to look for, e.g. brands, inspection seals, comparative costs. Decide the order to list foods on a shopping list.	Evaluate meals on basis of use of work plan preparation procedures quality of food prepared cooperation within group	
Arrange foods from the Basic Four into meal patterns. In groups, plan a balanced meal. Prepare a shopping list following selected order. Shop for ingredients. Compare unit prices of available brands and analyze order of shopping list. Formulate a storage plan for purchased groceries.		
Groups prepare foods in each ofthe Basic Four Food Groups.		
Design evaluation sheets for meals. In groups, prepare and serve meals following a work plan.		

OBJECTIVES	CONTENT
5.12 Creates variations to basic recipes.	Possible variations Liquid changed Flavoring changed Shortening changed Ingredients added or subtracted
6. UNDERSTANDS FACTORS INVOLVED IN SHOPPING FOR FOOD	
6.1 Describes types of food markets available to the consumer.	Types of food markets Grocery store Super-market Farmer's market Special food market Temporary roadside stands Packing houses Local farms Influences on food prices Type of store Volume of sales Services offered

LEARNING EXPERIENCES	EVALUATION	NOTES
Using a basic recipe, create two variations.	Prepare one variation and analyze results on basis of: cost time needed to prepare equivalents or additions used taste	
Report to class all the kinds of places to shop for food. Compile a list of food markets. Describe their similarities and differences. Compare prices at different stores and consider what might cause the differences.	Select three food items a family might purchase. Compare cost of the same items at four different kinds of stores (use newspaper ads when possible) and explain why prices differ.	

OBJECTIVES	CONTENT
6.2 Understands factors that determine family food costs.	Factors that determine family food costs Income Food values Size of the family Time homemaker has for meal preparation Knowledge and skill of the shopper
6.3 Understands the contribution of desirable buying practices to stretching the food dollar.	Desirable buying practices that help stretch the food dollar Food budget Shopping list Recording expenditures for later evaluation Buying in quantity Comparative shopping Checking unit prices Reading the ads before shopping Use of coupons Shopping the specials Considering store brands Trying less expensive substitutes Buying foods in season Looking for unadvertised specials Food stamps

LEARNING EXPERIENCES	EVALUATION	NOTES
Use skits or living problems as basis for discussion of factors that determine amount of money spent on food. Discuss buying practices that stretch the food dollar. Bring to class several supermarket ads. Read ads and search for answers to the following questions: How do ads in papers and flyers assist the shopper before leaving home? Is there a range of prices for the same food? Are coupons offered? When can they be a savings? What is a store brand? How do prices compare with nationally advertised brands? Can money be saved by substituting foods processed in different ways? Why? What foods might be considered seasonal? Compare a labor-saving convenience item to a similar one not a convenience food.	Help with the food shopping at home for one week. Report to class what was learned from this experience. What specific suggestions could be made to help save money in family food shopping?	

LEARNING EXPERIENCES	EVALUATION	NOTES
What is unit pricing? Is it a helpful shopping tool? Compare advantages and disadvantages of quantity packaged products. How do the prices compare? From the answers to these questions, form guidelines for stretching the food dollar.		

OBJECTIVES	CONTENT
6.4 Organizes a shopping list for foods needed in class preparation.	A shopping list helps save time and energy as well as money Plan meals prior to making list Exact amounts and sizes should be listed Place similar items together
6.5 Selects foods from prepared shopping list at food market.	
6.7 Interprets information of food labels.	Labeling laws Every label must have the following: Usual or common name of the product in clear type Name and address of the manufacturer, packer, or distributor Net contents of the container, by weight or liquid measure If used, food additives must be listed On some food products, label must contain such additional information as variety, style, and packing medium Nutritional information Additional information found on labels Brand names Directions for using the product Grade Number of servings

LEARNING EXPERIENCES	EVALUATION	NOTES
Using the shopping list, shop for a foods' lab. Reorganize list so it would be more efficient according to arrangement of goods in the store.	Devise a form on which shopping list could be written indicating categories of foods. Ask mothers to use it and report on its usefulness.	
Bring to class food labels from canned goods, milk products, eggs, cereals, and bread products. Read the labels and discover the kinds of information found on the label. Distinguish between information found on all of one kind of product and information sometimes found.	Select a food product and make an original label which would meet government regulations.	
Research government labeling laws. Make a bulletin board display of label information. Discuss the reasons for each of the labeling requirements.		
Distinguish between brand grades and government grades. Discuss the meaning of government grades on specific items.		

OBJECTIVES	CONTENT
6.8 Understands the role of government marketing services and agencies.	Government marketing services USDA Inspection programs - Agricultural Marketing Service Research - Agricultural Research Service Government grading of food
6.9 Recognizes the value of "seals of approval".	Good Housekeeping seal Parents' Magazine seal Weight Watchers' seal
6.10 Selects guidelines for buying a variety of foods.	Guidelines for buying foods Fresh fruits and vegetables Bread and cereal products Meats and meat substitutes Milk and dairy products

LEARNING EXPERIENCES	EVALUATION	NOTES
Write a report on one government marketing service telling its basic purpose and how it has helped the consumer. Arrange a display of inspection and grade seals.	Compare one of the USDA marketing services to "seals of approval". How much credance should be given to each of these two consumer aids.	
Select one "seal of approval" and explain its contribution to the consumer. Decide if foods advertised in these magazines should be considered better than others and give reasons.		
List guidelines for use in buying foods. Compare guidelines for fresh, frozen, packaged, and prepared foods. Visit supermarket to see how useful guidelines are.	Select three different foods and explain the guidelines to be followed in purchasing each of these items.	

OBJECTIVES	CONTENT
7. SERVES FOOD APPROPRIATELY FOR THE SITUATION AND THE OCCASION	
7.1 Knows table setting procedures for various occasions.	Factors related to choice of table setting Efficiency Attractiveness Convention Type of meal Occasion Types of table service Formal or informal Family style Buffet T V trays Picnic
7.2 Becomes acquainted with types of table service suitable for the situation and occasion.	
7.3 Selects table settings and service for specific occasions and situations.	

LEARNING EXPERIENCES	EVALUATION	NOTES
Discuss widely accepted and practiced rules for table setting and table manners. Explain these in terms of consideration and respect for the people to be served. Bring to class pictures of attractive table settings. Analyze what makes them attractive and determine if an attractive setting influences the enjoyment of mealtime. Demonstrate several ways of setting the table for a family meal. Explain the plan for food service at each table setting. Discuss how the setting and service could be varied to meet specific situations. Demonstrate table settings for buffet tea outdoor picnic breakfast luncheon informal meal on TV trays	Describe a specific situation at which food is to be served. Plan the setting and type of service using a sketch to indicate placement of food and tableware. Describe type of service to be used and explain why.	

OBJECTIVES	CONTENT
7.4 Recognizes guidelines for consideration of others at the table.	Good manners at the table is consideration for others Factors influencing variations of table manners Family habits Religious customs Where you live Guidelines for consideration for others at the table Be on time for meals Wait until everyone is served before eating Pass food to others or ask for it to be passed Use good posture Eat slowly and quietly Keep your place at the table neat Talk about pleasant things Dress according to custom or occasion Use table napkin to protect clothing and to wipe mouth and fingers

LEARNING EXPERIENCES	EVALUATION	NOTES
Invite to class someone who has lived or visited abroad to talk about foreign eating customs. Consider the similarities and differences. Discuss how customs compare to those of the United States. Compile a list of guidelines for use when eating a meal. Suggest the usefulness of such guidelines.	Present skits showing acceptable and unacceptable behavior at mealtime. Rest of class list types of behavior seen and analyze differences.	

OBJECTIVES	CONTENT
8. IS AWARE OF POSSIBLE CAREERS IN FOOD AND TABLE SERVICES	
8.1 Is aware of careers related to table service.	Careers in table service Restaurant, hotels, inns, and resorts Merchandising
8.2 Is aware of careers related to all aspects of food service.	Careers in food service Planning diets Planning meals Handling food Research Sanitation Processing food Merchandising

LEARNING EXPERIENCES	EVALUATION	NOTES
Observe people engaged in careers related to table service and in food service. Invite chef to class to demonstrate special foods. Visit dietitian on the job and discuss job requirements and level of responsibilities to others. List careers available in food service.	Compare part-time and full-time work available in food service. Write a paragraph telling the contribution of part-time work leading to a career.	

RESOURCES FOR FOODS AND NUTRITION

BOOKS

Carson, Byrta and MaRue Ramee, HOW TO PLAN AND PREPARE MEALS, New York: McGraw-Hill Book Company, Inc., 1962.

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Davis, Martha J. and M. Yvonne Peeler, LESSONS IN LIVING, Boston: Ginn and Company, 1970.

Fleck, Henrietta, Louise Fernandez and Elizabeth Munves, EXPLORING HOME AND FAMILY LIVING, Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1970.

Lewis, Banks and Banks, TEEN HORIZONS, New York: The MacMillan Company, 1970.

McDermott, Trilling and Nicholas, FOOD FOR MODERN LIVING, New York: J.B. Lippincott Company, 1967.

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Rainey, Jean, HOW TO SHOP FOR FOOD, New York: Barnes and Noble Books, 1972.

Wallace, Inez and Bernice McCullar, BUILDING YOUR HOME LIFE, New York: J. B. Lippincott Company, 1966.

White, Ruth Bennett, FOOD AND YOUR FUTURE, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

PAMPHLETS

Connecticut Dairy and Food Council, 95 Niles Street, Hartford, Connecticut.

Four Food Groups

How Am I Doing?

FILMS AND FILM STRIPS

Films

Audio Visual Center The University of Connecticut Storrs, Connecticut 06268	And Everything Nice (23 min., 1966 - For Girls) Balance Your Diet for Health and Appearance (11 min., 1965) Food that Builds Good Health (11 min., 1967) Food, the Color of Life (23 min., 1965) Food Preparation: Some Basic Ideas (10 min., 1965) Mark of Quality (14 min., 1968) Mark of Wholesome Meat (19 min., 1964) Understanding Vitamins (14 min., 1952)

Film Strips

General Mills Educational Services Standard Brands, Inc. Room 1212 420 Lexington Avenue New York, New York 10017	Mealtime Can be Magic
Money Management Institute Household Finance Corporation 919 North Michigan Avenue Chicago, Illinois 60611	Spending Your Food Dollar

OBJECTIVES	CONTENT
1. IDENTIFIES FAMILY NEEDS IN HOUSING	
1.1 Is aware of different kinds of housing.	Kinds of housing, such as Single family Duplex Row houses Apartments High rise apartments Mobile homes Hotels Dormitories House boats Planned Communities Condominiums Modular units Pre-cut Pre-fabricated Houses of other cultures, such as Wigwams Igloos Huts Junks Tents Caves

LEARNING EXPERIENCES	EVALUATION	NOTES
Develop a picture file of various kinds of housing. Select one and tell why it is desirable. Take a bus ride or walk to look at homes. Role play family members from various cultures describing their homes. Others try to determine culture and/or type of home being discussed.	Report on the housing of another culture.	

OBJECTIVES	CONTENT
1.2 Comprehends historical development of housing.	Historical development of houses Homes of the past Home furnishings Activities taking place in different rooms Housing related to its inhabitants

LEARNING EXPERIENCES	EVALUATION	NOTES
Show pictures of homes from the past. Discuss ways they differ from homes of today. Using pictures or slides, compare furnishings used in the past with items used today. Take a field trip to an historical home. Make candles, soap, and natural dyes. Compare past methods of lighting, cooking, heating, cooling, washing and drying clothes with today's methods.	Describe the home life of a child in colonial America or the life of an ancestor in another country.	

OBJECTIVES	CONTENT
1.3 Identifies individual space needs in housing.	Individual space needs Personal belongings Entertaining Household activities, e.g. preparing, serving and eating foods, sleeping Storage of equipment, linens, toys, dishes, utensils, and clothes
1.4 Recognizes the importance of sharing space in family housing.	Sharing space Individual needs Cooperation vs. selfishness Convenience and efficiency
1.5 Recognizes individual needs for privacy.	Places for privacy Entertaining friends Studying Working on hobbies Sleeping and dressing Reasons for privacy Place to be alone Place to keep personal belongings Place for study and recreation Privacy when sharing a room

LEARNING EXPERIENCES	EVALUATION	NOTES
Role play cooperation and selfishness in sharing space in families. List all the items in the room where you sleep. Indicate those belonging to you, those belonging to person or persons who share room, those owned jointly. For each item indicate whether it requires floor space or storage space. Discuss problems and solutions involved in sharing a bedroom.	Complete the statement: In order to share a room I need to . . .	
Discuss the reasons a person needs privacy How can privacy be achieved if two people share a room?	Sketch a floor plan of a bedroom shared by two people and arrange furniture indicating how privacy could be achieved.	

OBJECTIVES	CONTENT
1.6 Is conscious of housing to suit family needs.	Housing to suit family needs Entertainment Food Recreation Rest Conversation Storage Privacy Places to entertain Patio or yard Basement Bedroom Recreation room Living room Family room or den Kitchen Dining room
2. ACCEPTS RESPONSIBILITIES IN CARING FOR THE HOME	
2.1 Realizes the importance of each family member's sharing in caring for the home.	Sharing work Family members will be happier House will be more attractive and comfortable

LEARNING EXPERIENCES	EVALUATION	NOTES
Analyze families' needs and discuss suitable housing. Write a description of family and the housing selected.	Plan a party for a specific place in the home.	
Discuss different kinds of housing problems and solutions Ask the group for suggestions.		
Show pictures of different rooms and discuss activities that could take place in them.		
List jobs done alone and with other family members. Designate who does which jobs.	Make a plan for sharing work at home.	
Discuss whether family members should be paid for chores.		

OBJECTIVES	CONTENT
2.2 Identifies housekeeping duties in the home.	Housekeeping duties Daily Weekly Seasonally Occasionally

LEARNING EXPERIENCES	EVALUATION	NOTES
List duties to be done daily, weekly, occasionally and seasonally. Identify the person responsible for each duty. Make a weekly plan for fulfilling these duties.	Devise a check sheet for housekeeping duties.	

OBJECTIVES	CONTENT
2.3 Demonstrates appropriate cleaning techniques.	Cleaning techniques Dishwashing Dusting Cleaning windows and mirrors Cleaning floors and rugs Making beds Putting things in order
2.4 Selects appropriate cleaning products and services.	Cleaning products Cleansing agents Rags, sponges, and brushes Spray cleaners Vacuums, carpet sweepers, brooms, dust mops Cleaning services Laundry Dry cleaner Automatic dry cleaners Professional rug cleaners Professional window washer
2.5 Accepts some responsibility for care of the home and its furnishings.	Accepting responsibility Own bedroom Assisting parents

LEARNING EXPERIENCES	EVALUATION	NOTES
Demonstrate various housekeeping skills.	Explain the procedure of a given cleaning technique.	
Bring in a cleaning product and show how to use it.	Choose a housekeeping task and find out how many products and services there are available to complete that task.	
Use the Yellow Pages to discover available housekeeping services and report to the class.		
Devise a plan for determining responsibilities to assume at home. Discuss the advantages of each person caring for his own room.	Make a report on a home project. e.g. wax floors clean garage wash windows rake leaves	

OBJECTIVES	CONTENT
3. APPLIES PRINCIPLES OF SAFETY IN THE HOME	
3.1 Observes safety practices.	Safety practices In the house In the yard In the kitchen In the bathroom

LEARNING EXPERIENCES	EVALUATION	NOTES
Plan and present skits on what happens when safety rules are not followed. Make a safety checklist. Include hazards such as: storage of poisons storage of toys rugs that skid slippery floors objects in traffic paths objects in stairways open cupboard doors or drawers uncovered electrical outlets	Collect newspaper clippings about home accidents and put on a bulletin board. Describe how they could have been avoided.	

OBJECTIVES	CONTENT
3.2 Identifies safety devices.	Safety devices Fire Security Storage Sharp or pointed items Tools Poisons Toys

LEARNING EXPERIENCES	EVALUATION	NOTES
Demonstrates procedure for extinguising fires fire extinguisher baking soda fire blanket pot covers	Write an essay on fire safety.	
Participate in Fire Prevention Week by preparing an assembly program. Include other safety factors to consider.		
Explain different kinds of locks and where to use them.		
Make a list of safety devices at home. e.g. railings, non-skid bathtub mats, well marked picture windows.		
Collect or create pictures of unsafe conditions. Explain what should be done to correct them.		

OBJECTIVES	CONTENT
3.3 Uses equipment and utensils safely.	Safe use of equipment Small tools Appliances Safe storage of equipment
3.4 Accepts responsibility for family safety.	Safety at home Hazards Preventive measures Emergency equipment

LEARNING EXPERIENCES	EVALUATION	NOTES
Select an appliance and show how to use it safely. e.g. stove, can opener, electric knife, sharp knife	Demonstration of equipment usage. Is that piece of equipment suitable for everyone's use? If not, who shouldn't use it?	
Explain storage of unused equipment. e.g. removing doors so small children cannot get trapped		
Check homes for improvement of safety and report to class. e.g. fire, accidents, electrical items	Devise a score card for home safety. Rate own home and suggest improvements to be made.	

OBJECTIVES	CONTENT
4. CONTRIBUTES TO THE COMFORT, CONVENIENCE, AND ATTRACTIVENESS OF THE HOME	
4.1 Arranges own bedroom for comfort and convenience.	Bedroom arrangement Convenience Comfort Case in keeping clean Ample storage

LEARNING EXPERIENCES	EVALUATION	NOTES
Use floor plan charts and furniture cut-outs Groups work at space arrangements for sleeping, dressing, studying, entertaining, and hobbies. Discuss how need for convenience is met. Diagram bedrooms to improve traffic patterns. Divide room into activity centers. e.g. study, personal and hobbies Bulletin Board: Illustrate a variety of well organized rooms. Justify differences.	Arrange a room with cut-outs or diagram. Explain reasons for arrangement.	

OBJECTIVES	CONTENT
4.2 Interprets the use of color.	Color Color terms Color schemes Effects of color, emotionally and intellectually Color accessories

LEARNING EXPERIENCES	EVALUATION	NOTES
Use large color cards and describe feelings about the colors. e.g. red = anger, blue = quiet	Color a prepared drawing of a room and describe the emotions it represents.	
Discuss colors which are cheerful, depressing or exciting.	Identify color scheme illustrated by magazine picture.	
Cut pictures from magazines and explain the feeling of the picture.		
Define: hue, tint, shade; warm and cool colors; primary, secondary and intermediate colors.		
Show how colors are made by starting with three glass measuring cups of colored water (red, yellow, blue) and mixing them together.		
Use a flannel board with various solid color backings and place circles of contrasting colors to distinguish which colors appear different in size. Discuss how these effects can be applied to a room.		
Make a small accessory to brighten a room. e.g. paper flowers, wall hangings, candles		

LEARNING EXPERIENCES	EVALUATION	NOTES
Bring in samples of colored or figured wallpapers, construction paper, fabrics and carpets. Work in groups to select samples which would make a good color harmony for a bedroom. Present best combination to the class for criticism.		

OBJECTIVES	CONTENT

4.3 Recognizes the reflection of family members' personalities through home furnishings.	Making a room individual
	  Expressing one's personality
	  Objects with meaning
	    Gifts
	    Heirlooms
	  Objects to make
	Furnishings to make

4.4 Improvises furnishings for the home.	Furnishings to change

LEARNING EXPERIENCES	EVALUATION	NOTES
Select one item from home each one would like to have in his or her bedroom and explain why. e.g. rocking chair, painting, heirloom quilt, music box, mirror, old toys, antique tool List items which might have been made or could be made to exhibit in bedrooms. e.g. paper weights, puppets, posters, paper maché items Write a poem: "Who am I" Read poems in class and discuss various personality traits. Exchange poems. Explain what kind of room would suit this individual's personality. Demonstrate a hobby to the class. Describe space and facilities each requires. Display objects which would reflect personalities. e.g. figurines, trophies, flower arrangements, hobby collections Make accessories for bedrooms. Discuss furnishings to make at home.	Select a color scheme for own room and explain feelings. Include wall covering, curtains or drapes, bedspread, and floor covering. Discuss how a home reflects the personalities of family members.	

LEARNING EXPERIENCES	EVALUATION	NOTES
Select one item from own rooms which needs changing and describe how to change it. e.g. Painting furniture, recovering a chair, or making a pillow		
Invite a resource person or the shop teacher to discuss methods of refinishing furniture		

OBJECTIVES	CONTENT
4.5 Arranges efficient and convenient storage in the bedroom. 4.6 Desires order and convenience.	Storage Efficient Convenient Suitable Conducive to order and cleanliness

LEARNING EXPERIENCES	EVALUATION	NOTES
Display articles used in the home and decide where they might be stored.	Make a plan for storing possessions at home.	
List storage "tricks". e.g. Store most used items in easy to reach places. All like articles stored together. Every item should be easy to grasp. Near to area where used.		
Contrast a "scrambled" drawer with a well organized one.		
Visit a local store to discover gadgets to aid in convenient storage. e.g. Drawer dividers Step shelves Sliding trays Lazy susan		
Prepare a check list of home storage areas.		
Evaluate bedrooms and list suggestions for improved storage.		
Devise a substitute for store bought storage aids. e.g. Drawer dividers Trays		

LEARNING EXPERIENCES	EVALUATION	NOTES
Skit: Mr. and Mrs Organized v.s. Mr. and Mrs. Scrambled getting ready for work in the morning. Consider types of personal storage and advantages of each.		

OBJECTIVES	CONTENT
4.7 Describes the principles of good lighting.	Lighting Bulb sizes Shades Lamp variations Special needs
4.8 Plans appropriate lighting for a bedroom.	Lighting in a bedroom

LEARNING EXPERIENCES	EVALUATION	NOTES
Demonstrates amount of lighting from various size and color bulbs.	Select a lamp from a magazine picture and explain how it would be used and the reasons for selecting it.	
Demonstrates how various shades effect light.		
Discuss home activities which need special lighting. e.g. reading sewing washing dishes cooking working in shop cosmetic activities		
Make a check list of what to look for when buying a lamp e.g. shade should diffuse light easy to clean sturdy base height aesthetically pleasing		
Demonstrate placement of a study lamp.		
Define areas within bedroom and discuss types of lighting needed. Discuss ways to adapt the same lighting to different uses.		

OBJECTIVES	CONTENT
5. DETERMINES APPROPRIATE EQUIPMENT AND FURNISHINGS	
5.1 Identifies equipment and furnishings which are best suited to the family.	Equipment and Furnishings Family needs Necessity vs. luxury Comfort Efficiency Appearance Durability and low upkeep
5.2 Recognizes importance of selecting equipment and furnishings for comfort, efficiency, appearance, and durability.	

LEARNING EXPERIENCES	EVALUATION	NOTES
Discuss family needs such as: income, activities, types of housing, size of family, space available, and mobility of family.	Select an item you could add to, renovate, or remove from your bedroom. List reasons for the selection or change.	
List necessities and luxuries for families e.g. Necessities refrigerator range number of beds Luxuries micro-wave ovens color T.V. stero system		
Discuss why some items are considered necessities in some families and luxuries in others.		
Distinguish items needed for comfortable living in various rooms of the house.		
List furnishings needed in bedrooms to make them more comfortable, efficient or attractive. e.g. curtains pillows hair dryer rugs or carpet tables		

OBJECTIVES	CONTENT
5.3 Differentiates between types of stores.	Shopping for furnishings and equipment Types of stores: Speciality furniture Department Discount Catalogue Warehouse
5.4 Compares cost of small furnishings at various types of stores.	Cost of small furnishings Brand names Utility vs. Asethetics Services Open stock Quality

LEARNING EXPERIENCES	EVALUATION	NOTES
Discuss kinds of stores in which to shop. e.g. department discount variety Look at mail order catalogues to compare prices and quality. Visit different kinds of stores and report on a piece of equipment of furnishing. Compare prices and quality of the item at each store and decide which store to buy the item to get the most for the money. Find out how the item would be paid for.	Students describe how to shop for a specific appliance.	

OBJECTIVES	CONTENT
5.5 Analyzes advertising	Advertising Information given Sales pitch Bargain vs. "white elephant" Reliability of store
6. PERFORMS SIMPLE HOUSEHOLD REPAIRS	
6.1 Is conscious of the importance of a well kept home.	A well kept home Repairs made when needed Tools readily available Emergency repairs

LEARNING EXPERIENCES	EVALUATION	NOTES
Bring in an advertisement from a newspaper or magazine. List elements needed in a good advertisement. List types of appeals used in advertising. Try to sell an item to the class. Select the best salesman and list elements included in his sales presentation which "sold" the class.	Write an advertisement including all necessary information.	
Present skits on repairs not made. e.g. loose carpeting frayed cord on an appliance	Write a news bulletin on a home accident caused by negligence.	

OBJECTIVES	CONTENT
6.2 Selects efficient equipment for repairs.	Equipment for repairs Storage Ready to use Kept-up-to-date
6.3 Practices simple repairs.	Basic tool box Household repairs Simple repairs
6.4 Accepts some responsibility for household repairs.	When to call a serviceman File of care manuals

LEARNING EXPERIENCES	EVALUATION	NOTES
Demonstrate use of a basic tool box.	Demonstrate a simple repair.	
Invite shop teacher to discuss use of common tools.	Plan a basic tool box and tell why each tool is included.	
List repairs to be done at home: e.g. Fix a drapery rod Replace plugs Correct sticking drawers or windows Tighten handles on pots Change a sewing machine needle		
Invite some class fathers to demonstrate some simple repairs.		
Bring in newspaper or magazine articles on "Do-it-yourself" repairs.		

OBJECTIVES	CONTENT
6.5 Recognizes services necessary for some household repairs.	Household services Whom to call Information to provide before service call Registered with Better Business Bureau Responsibilities of consumer to service people

LEARNING EXPERIENCES	EVALUATION	NOTES
List people who come in to do household repairs e.g. T.V. repairman plumber electrician utility company Look in yellow pages to discover services available for household repairs. Discuss factors to consider in selecting household service repairmen.	Prepare copy for a service ad for yellow pages of the telephone directory. Write a report of a service call made that could be sent to Better Business Bureau.	

OBJECTIVES	CONTENT
7. IS AWARE OF CAREERS RELATED TO HOUSING AND INTERIORS.	
7.1 Identifies career related to interiors.	Careers Furnishings Interior Design Home care
7.2 Is aware of occupations related to housekeeping skills.	
7.3 Identifies jobs related to equipment and furnishings.	

LEARNING EXPERIENCES	EVALUATION	NOTES
List the possibilities for career choices e.g. interior decorator upholsterer furniture sales person household employee	List available careers related to housing and interiors. Choose a career related to housing and interiors and discover the qualifications for that job.	
Invite a resource person to discuss his job in household services.		
Collect magazine pictures or slides of people at work.		
Invite representatives from utility companies to discuss careers available in this area		
Write a story - "My part in making the living room furniture was . . ."		

RESOURCES FOR HOUSING AND INTERIORS

BOOKS

Gladstone, Bernard, NEW YORK TIMES COMPLETE MANUAL OF HOME REPAIR, New York: MacMillan Co., 1966.

McCALLS PATTERN BOOK, Manhattan, Kansas: McCalls Pattern Company

SIMPLICITY PATTERN BOOK, New York: Simplicity Pattern Company, Inc.

STORAGE, Sunset Books.

PAMPHLETS AND KITS

Armstrong Cork Company, Lancaster, Pennsylvania.
What Every Homemaker Should Know About Floor Care.

Better Living Building, Sight Bureau, 750 Third Avenue, New York, New York 10017.
Lighting for Better Living: A Resource List

Johnson Wax, Racine, Wisconsin.
How to Take Care of Floors, *How to Have a Prettier Room*

Kirsch Company, Dept. SP-1172, Sturgis, Michingan 49091.
Windows Beautiful

Kroehler Manufacturing Company, Naperville, Illinois.
Kroehler Home Furnishings Classroom Kit ($6.00)

McMalls, Education Service, 230 Park Avenue, New York, New York.
McMalls You-Can-Do-It. Redecorating with Color 75¢

Pittsburgh Paints and Glass Company, 1 Gateway Center, Pittsburgh, Pennsylvania 15222.
Come Catch a Rainbow

Rit, Best Foods Division, 1437 West Morris Street, Indianapolis, Indiana 46206
32 Ways to Make Merry with Color

Sears Roebuck and Company, Consumer Information Service, Dept. 703 - Public Relations, 303 East Ohio Street, Chicago, Illinois 60611.

How to Select Appliances
How to Select Furniture
How to Select Window Treatment

William Wrights Company, Education Dept., West Warren, Massachusetts 01092.
80 Bright Ideas for the Holidays and How to Make Them

United Illuminating, New Haven, Connecticut.
Reddy Kilowatt Says

FILMS AND FILM STRIPS

Films

Barr Production 1029 North Allen Avenue Pasedena, California 91104	Candlemaking (1956, 10 min.)
Coronet Instruction Films 65 East South Water Street Chicago, Illinois 60615	Safety in the Home Safety with Everyday Tools
Encyclopedia Britannica Educational Corporation 425 North Michigan Ave. Chicago, Illinois 60611	Colonial Children (1939, 12 min.) Early Settlers of New England (1940, 11 min.)
McGraw Hill Book Company Text-Film Dept. 330 West 42nd Street New York, New York	Cooking-Kitchen Safety
United Illuminating New Haven, Connecticut	Electric Power and Common Sense (20 min.) Donald's Fire Survival Plan (15 min.)

Film Strips

Encyclopedia Britannica Educational Corporation 425 North Michigan Avenue Chicago, Illinois 60611	Homes Are to Live In Houses of Long Ago Kinds of Houses
National Safety Council 20 North Wacher Drive Chicago, Illinois	Safer Home Living

Proctor and Gamble P.O. Box 599 Cincinnati, Ohio 45201	*Road to Responsibility*
Rubbermaid, Inc. Wooster, Ohio 44591	*How to Save 30 Minutes a Day*

PERIODICALS

Better Homes and Gardens, 1716 Locust Street, DesMoines, Iowa 50336.

Consumer Report, Consumers Union, Orangeburg, New York 10962.

Forecast For Home Economics: Teacher Edition of Co-Ed, 902 Sylvan Avenue, Englewood Cliffs, New Jersey 07632.

Good Housekeeping, Hearst Corp., 959 8th Avenue, New York, New York 10019.

National Geographic, 17th and North Streets, North West, Washington, D.C. 20036.

Seventeen, Triangle Communications, Inc., 320 Park Avenue, New York, New York 10022.

OTHER SOURCES OF INFORMATION

Appliance manuals

Furniture Store Sales Magazines

Local fire department

Local Newspapers

Mail order catalogues

Utility companies

Yellow Pages, of local telephone directories

OBJECTIVES	CONTENT
1. UNDERSTANDS ONESELF IN RELATION TO ONE'S ENVIRONMENT	
1.1 Recognizes one's need to express and control emotions.	Defense mechanisms Rationalization Projection Reaction-formation Disassociation Repression Substitution Idealization Compulsions toward conformity The "bandwagon" effect Compulsions against conformity The "rebellion" syndrome The self-actualizing personality

LEARNING EXPERIENCES	EVALUATION	NOTES
Tell or write a story about an incident which demonstrates emotional maturity. Define emotional maturity in terms of self.	Pretest on concepts to be presented and attitudes toward own emotional development.	
Discuss teenage moods such as elation and depression. Discuss ways of channeling anger or frustration.	Put up a bulletin board illustrating mature behavior of young people.	
Read case histories and newspaper columns such as "Dear Abby". Write "Dear Abby" letters that are typical of teenage problems and suggest answers for them.	Complete a checklist. How mature am I?	
Buzz session on early childhood fears. Role play ways fears can be overcome.	Self-interpret own findings from an instrument such as the Mooney Problems Checklist.	
Role play situations of childish behavior in teenagers.		
Presentation on characteristics of the self-actualizing person. Identify and describe self-actualizing persons.		

OBJECTIVES	CONTENT
1.2 Identifies interrelatedness of independence and responsibility.	Independence vs. dependence conflicts Assuming responsibility as the chief indicator of independence.
1.3 Appraises peer group values and goals.	Values and value complexes
1.4 Identifies prevalent patterns of friendship and dating behaviors.	Developmental tasks associated with psychosexual development at varying chronological ages and/or developmental stages Discrepancies that may occur Sex role identification Family guidelines
1.5 Analyzes preferences for friendship and type of dating activity.	Importance of the gang

LEARNING EXPERIENCES	EVALUATION	NOTES
Discuss statement "Independence and responsibility are related."	Present a skit or a puppet show, identifying values, goals, and responsibilities of family members.	
Buzz session on responsibilities that can be assumed to demonstrate independence.		
Conduct a survey among schoolmates to determine friendship and dating patterns and incidence and types of "gang" or group social behaviors.	Tabulate friendship and dating survey results and publish in school newspaper.	
Debate on men's and women's liberation.		

OBJECTIVES	CONTENT
2. DISCOVERS EFFECT OF PERSONAL DEVELOPMENT ON SELF-CONFIDENCE	
2.1 Recognizes the pattern of growth followed by all individuals.	Growth patterns Childhood Prepubescence and the age of maximum growth Pubescence Early and late maturers Signposts of maturity Growth as a function of increasing integration and differentiation

LEARNING EXPERIENCES	EVALUATION	NOTES
Interviews with older students and adults on growth and maturation problems they recall. Games, simulation, or value clarification exercises to clarify the notion of adaptability. Construction of a game-like exercise in which stereotypes of growth are put together, perhaps as with building blocks.	Write a paper on similarities and differences between growing up yesterday and growing up today.	

OBJECTIVES	CONTENT
2.2 Identifies one's self image.	Identifying one's self concept Myself as I am now Myself compared to others My ideal self My future self Learnings involved in developing self confidence Influence of the self concept on personality
2.3 Determines effect of behavior on self image.	Effect of positive emotions Effect of negative emotions

LEARNING EXPERIENCES	EVALUATION	NOTES
Discuss open-ended situations: "What would you do if...?" Show and discuss a series of pictures, "What does this mean to you?" Using a modified projective technique such as describing people depecited in selected pictures or slides, students employ a simple Q-sort in which they sort statements to describe such things as "self I am now", "ideal self", and "self I hope to become".	Write an autobiographical sketch of the personality you would like to have. Set goals for self-improvement.	
Identify behaviors that enhance or detract from the self image in stimulus (projective) pictures or slides. Panel discussion on typical sources of hate, anger, fear, and guilt and probable coping or adjustment behaviors possible. Describe types and levels of love. List factors causing happiness and factors causing sadness.	Set goals for self-improvement. List ways of redirecting negative emotions into socially acceptable channels. Write a paper on learning to love. Make a collage on the types of love.	

OBJECTIVES	CONTENT
2.4 Recognizes positive and negative aspects of personality traits.	Pilferage as a negative trait Fight, flight, and insight Protests and boycotts
2.5 Recognizes physical changes that occur as one matures.	Differences and similarities of the universal and irreversible growth pattern Characteristics of a healthy person Correctable defects Impact of diet and health practices Secondary sex changes and their impact on the total self

LEARNING EXPERIENCES	EVALUATION	NOTES
Assemble collage of news items on shoplifting and analyze. Invite a local police officer, a lawyer, or a juvenile caseworker to speak on reasons for violence. Role play the part of a salesperson, a store detective, a judge, and a parent after a shoplifting offense.	Write a theme or make an oral report on the topic: "The effects of crime on young people".	
Discussion of health practices and concerns led by professional personnel such as school nurse, doctor, dentist, or opthomologist. Small group decisions on style of eye glasses, teeth braces, and other handicap aids.	Self-projection exercise on "How I feel about my physical appearance". Score sheets used to record positive and negative observations. Discuss ways to alleviate negative perceptions.	

OBJECTIVES	CONTENT
3. APPRAISES RELATIONSHIP OF ONE'S FAMILY TO ONE'S DEVELOPMENT	
3.1 Shares experiences as a co-operating family member.	Interpersonal relationships Being a family member has definite rights, responsibilities, and privileges
3.2 Explains each family member's contribution to the family unit.	The physical, emotional, social, and intellectual needs and contributions of younger and older family members
3.3 Develops ways to involve family members through use of leisure time.	The humanities, are, and recreation for family members

LEARNING EXPERIENCES	EVALUATION	NOTES
Plan and carry out an activity with a family member.	List community resources for personal and/or family help.	
List problems and solutions involved when any family member is ill either physically or emotionally.	Write a paper on "The Good Old Days". List the limitations of pre-school and retired persons. Indicate possible solutions through teenage helpers.	
Invite a panel of grandparents or great grandparents to discuss their place in the family unit and differences time has made in this role.	Bring in a picture of three or four generations. Write or tell a story about it.	
Discuss movies, books, TV shows, and comic strips about families.		
Visit museums, art shows, and concerts with a family member.	Report on a site visit to a community facility designed primarily for family recreation.	
Plan and carry out a family picnic.	Research community for additional resources for inexpensive activities.	
Identify and share with class descriptions of free or inexpensive activities available to community families.		

OBJECTIVES	CONTENT
4. JUDGES ONE'S RELATIONSHIPS TO SIBLINGS AND OTHER YOUNG CHILDREN	
4.1 Evaluates causes for sibling conflict.	Relationships among brothers and sisters Conflict and cooperation among siblings as a function of birth order, spacing, sex, and overall emotional climate of the family. Superordinate/subordinate vs. democratic/colleague behavior patterns among siblings Responsibilities for and authority over younger children by older children Resource allocation among siblings Importance of family rationale for allocations

LEARNING EXPERIENCES	EVALUATION	NOTES
Identify self in the family constellation. Discuss various roles of family members depending on place in family.	List advantages and disadvantages of one's position in the family group.	
Consider the amoung of money made available to each family member depending on his position in the family.		

OBJECTIVES	CONTENT
4.2 Establishes levels of responsibility for siblings and young children.	Achievement of children that can be expected at different ages Kind and degree of responsibilities that child can assume for care of himself, his room, and the home
4.3 Develops appropriate experiences adapted to child's ability.	Older siblings as teachers of younger ones Degrees of responsibility to be assumed by older siblings for younger ones
5. UNDERSTANDS THE VARIATIONS IN FAMILY COMPOSITIONS	
5.1 Describes ways grandparents affect family discussions.	The extended family rationale vs. the nuclear family Place of teenager
5.2 Lists the numbers and identities of people who comprise a family.	The one-parent family Teenager's role

LEARNING EXPERIENCES	EVALUATION	NOTES
Write letter to "Dear Abby" about concerns in assuming responsibility for younger siblings. Propose guidelines for responsibilities on the part of older and younger siblings.	Exchange "Dear Abby" letters, read to class and give answers.	
Write a letter to a parent about a problem in family relationships. Buzz session on "When I am a parent, I will . . ." Role play conflict situations within a family because of variations in ages. Plan a party with and/or for a family member.	Assume role of parent and answer letter about family problem. Give an oral report on party with family member and not ways it could be improved.	

OBJECTIVES	CONTENT
5.3 Describes traditions and beliefs that influence individual values and goals.	Customs and traditions Food Clothing Values and goals Contribution to total group
5.4 Recognizes some of the ethnic customs that make up America's population.	

LEARNING EXPERIENCES	EVALUATION	NOTES
Study in depth one ethnic group living in the community. Using a task force approach, report on various life aspects. Incorporate actual foods, objects and resource people where possible. As a class project, write a paper on "World of . . ." or "A day in the life of . . ."	Compile data from ethnic group study and make into a publication for distribution.	

OBJECTIVES	CONTENT
6. CONTRIBUTES TO FAMILY WELFARE BY BEING AN INFORMED CONSUMER	
6.1 Recognizes the strengthening of family relationships through consumer awareness. 6.2 Explains the rights and responsibilities of consumers. 6.3 Considers the value and accuracy of various types of promotion, advertising and sales in terms of objective standards.	Production and consumption aspects of the family Production vs. purchase of various goods and services by the family Priority-setting for expenditures as a democratic and cooperative family decision area Characteristics of families in relation to their consumption patterns Younger families vs. individuals or declining families Five appeals in advertising schemes Emotional Logical Creative Testimonial Psychological Consumer buying motives Necessities Luxuries Status Security Consumer protection under the law Recent legislation and enforcement

LEARNING EXPERIENCES	EVALUATION	NOTES
Prepare a checklist of things considered during the last family purchase.	Devise a checklist to be used in buying gifts for family members and friends.	
Make a collage of things students might like to buy with price on each picture. Discuss why they are desired and relate to buying motives.	Given a specified amount of money, determine how you would spend it and what criteria you would use in making the purchase.	
Present skits on factors to consider when buying specified things such as a record or a 10 speed bicycle.		

OBJECTIVES	CONTENT
6.4 Understands the ways in which individuals can contribute to the family's economic stability.	Policies regarding expenditure in light of economic pressures on the nation, families, and individuals Combatting inflation by reducing expenditures Recycling rather than expenditure Conserving savings and resources Average cost of raising a child to age 18 Impact of adolescent consumership on the nation and family

LEARNING EXPERIENCES	EVALUATION	NOTES
Discussion of preteen and teenage buying power on the economy. Role play such situations as "daughter losing mother's credit card", "son running up too large a gas bill" and "returning merchandise". Calculate average or typical cost of child-rearing today. Devise worksheets and collect appropriate data. Use expenditure stereotypes appropriate for the community. Calculate from published statistics and from informal data gathering among peers. Keep records of expenditures by category for a given period of time and compare to national norms. Draw conclusions on trends.	Using calculations of spending patterns, determine the amount a teenager needs each week. Suggest ways to obtain this money. Determine reasons for variations in amounts needed among teenagers.	

OBJECTIVES	CONTENT
7. UNDERSTANDS THE INFLUENCE OF A COMMUNITY ON ONE'S PERSONAL GROWTH	
7.1 Identifies community resources.	Effect of environment on individual
7.2 Defends choice of opportunities offered by the community.	Community action programs, service programs, and others available to youth
7.3 Discovers opportunities for volunteer services in the community.	Benefits of volunteer services to the volunteer Awareness of career directions Developing attitudes toward work and people

LEARNING EXPERIENCES	EVALUATION	NOTES
Discuss environmental problems and their impact on youth in the community. Make site visits to problem areas and report to the class. Make site visits to youth-oriented services and programs. Make recommendations for any needed changes.	Compile a folder for younger brothers and sisters suggesting ways to improve environmental impact on the community through their actions; e.g. throwing candy wrappers on the street. Prepare a poster listing youth opportunities in the community and put up in school corridors or lunchroom.	
Identify opportunities to serve and learn in the community. Describe protocol and ethics of volunteer work. Invite a director of volunteer services in a local hospital to come and describe responsibilities of candy-stripers and other volunteer services. Create a bulletin board, a collage, or a mobile of unusual occupations, volunteer jobs, or Help Wanted ads for teenagers.	Debate the challenges and gratifications of volunteer services. Select one volunteer service you would enjoy and list reasons for its selection.	

OBJECTIVES	CONTENT
8. IDENTIFIES THE EFFECT OF EMPLOYMENT AND EDUCATION ON THE ROLES OF AN INDIVIDUAL	
8.1 Lists tentative career choices.	Occupational choice as implementation of the self concept "People service" careers Educational requirements Career ladders

LEARNING EXPERIENCES	EVALUATION	NOTES
Analyze own needs for upward mobility as part of a career scrapbook.	Evaluate own career interests as indicated in scrapbook.	
Role play a variety of situations entitled "Why Work?" Buzz session on an imaginary society in which no one works.	Debate on "Do people learn through games?" Select the three careers that most appeal to you and tell why.	
Play "Life Career" or a modification of the game.	Write a paper on how occupation affects life style or vice versa.	
Select a product or a service and role play the careers associated with it.		
Make gifts for an institution such as a home or a hospital using the assembly line technique. Discuss the advantages and disadvantages of of this type of work.		

OBJECTIVES	CONTENT
8.2 Identifies personal qualifications.	Interpersonal relationships are basic to vocational success Self analysis Willingness to defer gratification Willingness to undergo training Need for quick returns on efforts Enthusiasm and committment
8.3 Estimates influence one's parents have on career choice.	Employment has immediate and long range satisfactions Evidence on trend for children to follow parents' occupations
8.4 Discriminates between positive and negative opinions about careers from friends.	Evidence on strength of parental vs. peer influence on career interests

LEARNING EXPERIENCES	EVALUATION	NOTES
Play "What's My Line?" Working in pairs, interview each other and predict careers.	Take a self inventory test and compile the results.	
Read "Home Economist in Action" from several issues of Coed.		
Invite a school counselor to discuss self inventory devices and their uses.		
Invite parents to talk about their jobs. Go on "mini field trips". Parent takes one or two children to his or her place of employment for one day.	Evaluate own decision making skill in making career choices.	
Role play discussions between self and parents and self and peers on question of career interests and training.		
"Walk through" on paper some typical major decisions on determining career directions.		

OBJECTIVES	CONTENT
8.5 Estimates influence of community and its expectations on career interest.	Community-based industries as convenient employers Incidence of typical out-migration from the community for employment purposes Class and caste attitudes as determiners of community-based expectations
8.6 Explores a variety of career possibilities.	Requirements and qualifications for careers
8.7 Relates career choice to life style.	

LEARNING EXPERIENCES	EVALUATION	NOTES
Discuss community environmental problems and related occupations.	Group evaluation of likely future impact of ecology on local job markets.	
Display posters and/or murals depicting "Jobs that Need People."	Interpret responses to questionnaire on jobs.	
Develop a questionnaire on "What is a good job?"		
Identify the range of local occupations. Identify occupations in other parts of the nation and the world.		
Discuss work-for-pay already engaged in by class members and their satisfactions and dissatisfactions.	List learnings derived from paid work and guidelines from these experiences which will influence future employment considerations.	
Read the biography of a famous person. Determine the career choices this person made at various times during his life.	Demonstrate a hobby or teach a skill to a small group of interested classmates. Self evaluate the demonstration.	
Learn a skill or develop a hobby. Investigate career possibilities that could result from it.		

OBJECTIVES	CONTENT
8.8 Relates self understanding to career planning.	Coursework selection that is consistent with expressed, present occupational interests Awareness of self-concept and appropriateness of present career planning to self-concept

LEARNING EXPERIENCES	EVALUATION	NOTES
Work through course selections to high school graduation using prepared work sheets.	Evaluate consistency of own choices for high school program.	

PERSONAL, FAMILY AND COMMUNITY RELATIONSHIPS

BOOKS

CONSUMER EDUCATION - CURRICULUM GUIDE FOR OHIO, Grades K-12, Vocational Division, State Dept. of Education, Columbus, Ohio, 1966.

CURRICULUM EDUCATION FOR HIGH SCHOOLS, Bureau of Curriculum Development, Board of Education, City of New York, N.Y. 10090, 80. 1968-69 Series.

Landis and Landis, BUILDING YOUR LIFE, Englewood Cliffs, New Jersey: Prentice-Hall, 07632.

Landis and Landis, PERSONAL ADJUSTMENT, MARRIAGE AND FAMILY LIVING, 5th Edition, Englewood Cliffs, New Jersey: Prentice-Hall, 1970.

Rhodes, Samples and Lawson, YOUR LIFE IN THE FAMILY, J. B. Lypincott, Phila., 1964.

Schoefeld and Natella, THE CONSUMER AND HIS DOLLARS, Oceans: Ferry, New York, 1970.

PERIODICALS

"Family Holidays Around the World"

FILMS, FILM STRIPS, KITS AND GAMES

Films

Coronet Films	Family Life (11 min.)
Your Life Work Series Bureau of Audio Visuals Inst.	Finding Your Life Work (21 min.)

Film Strips

Teen Age Guide to Homemaking McGraw-Hill: New York, 1967.	You and Your Family (36 frames)

Kits

J. C. Penney, Inc. 1301 Ave. of the Americas New York, New York 10019	*Decision Making for Consumers*
Dairy Council Charts 95 Miles Street Hartford, Conn. 06105	*A Girl (Boy) and Her (His) Figure* (1970)

Games

Western Publishing Co., Inc. 850 Third Avenue New York, New York 10022	*Life Career* (1969) *Consumer* (1969)